

October 1976

Dear Colleagues and Friends:

With the new academic year under way, it is appropriate both to wish you a successful term and to announce that the Project has received funding to enable us to continue providing you with information concerning women in higher education. We are grateful to Carnegie Corporation of New York for their continued support of the Project and its activities. Details regarding the Carnegie grant appear in the enclosed issue of On Campus With Women.

Issue # 15 of On Campus With Women also includes a "Title IX Bulletin" and sections on "Affirmative Action" and "Education of Women." The new format will, we hope, facilitate use of the newsletter.

Several other items are also enclosed in this mailing:

- Important Title IX Resources # 2: Articles Concerning the Law and Sex Discrimination Against Students lists a number of articles addressing issues raised by Title IX.
- Affirmative Action and Preference contrasts affirmative action under the Executive Order with affirmative action required by courts after a formal finding of discrimination. It addresses the often misunderstood question of whether affirmative action and numerical goals (mandated by Executive Order 11246) require or prohibit preference.
- Those 'Emerging Women' as Undergraduates, reprinted with permission from THE WASHINGTON POST, discusses "older women" students, their strong academic motivation and their impact on the college campus.

On October 13, 1976 President Ford signed into law the Education Amendments of 1976, which affect sex discrimination in education and Title IX, including provisions which:

- spell out certain due process procedures for enforcing federal antidiscrimination laws,
- clearly forbid admissions quotas,
- require specific actions aimed at ending sex stereotyping and discrimination in vocational education.

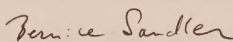
Additionally, this legislation amends Title IX:

- to exclude activities held in connection with Boys Nation, Girls Nation, Boys State and Girls State,
- to specify that Title IX does not preclude father-son or mother-daughter activities at an educational institution, provided these opportunities are "reasonably comparable" for students of both sexes,
- to exclude coverage of financial assistance awarded by a college to winners of beauty contests based on "personal appearance, poise and talent."

Further details on these amendments, will be included in our next mailing.

We hope these items will assist you during the coming academic year.

Sincerely,



Bernice Sandler, Director
and the entire Project staff

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IMPORTANT TITLE IX RESOURCES #2

ARTICLES CONCERNING THE LAW AND SEX DISCRIMINATION AGAINST STUDENTS

The growing concern with sex discrimination in educational institutions has been accompanied by an increasing amount of legal discussion regarding these issues. The following listing of articles should be helpful to those persons who wish to increase their understanding of the legal implications of student sex discrimination in educational institutions, so that they might better comply with the provisions of Title IX of the Education Amendments of 1972.

While this listing is not all inclusive, it contains articles specifically addressing Title IX, as well as those focusing on the constitutionality of different treatment of female and male students in educational institutions. It is limited to articles specifically addressing student sex discrimination: it does not address employment issues. Persons wishing to explore specific student issues in greater depth may also find it helpful to review the extensive legal literature dealing with racial discrimination in educational institutions, since there are some important legal parallels between race and sex discrimination.

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Reprints of specific articles (or copies of the issue in which an article appeared) are generally available from the journal which originally published the article. *An Index to Legal Periodicals*, which can be found in law school libraries (and sometimes in other large libraries) contains the addresses of law journals, as well as additional citations to articles on related topics.

A couple of technical points should be helpful in using this list of articles. First, the number immediately preceding the name of the journal is the volume in which the article appeared and the number immediately following the name of the journal indicates the first page of the article. Also, it is the custom of some law journals not to list an author for short "notes."

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Buek, Alexandra Polyzoides and Orleans, Jeffrey H. "Sex Discrimination—A Bar to a Democratic Education: Overview of Title IX of the Education Amendments of 1972," 6 *Connecticut Law Review* 1 (1973).

Dunkle, Margaret C. and Sandler, Bernice. "Sex Discrimination Against Students: Implications of Title IX of the Education Amendments of 1972," 18 *Inequality in Education* 12 (1974). (This article was revised and updated in light of the final Title IX regulation in November 1975 and reprinted by the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009.)

Erickson, Nancy S. "Kahn, Ballard, and Wiesenfeld: A New Equal Protection Test in 'Reverse' Sex Discrimination Cases?," 42 *Brooklyn Law Review* 1 (1975).

Fabri, Candace. "Constitutional Law—Sex Discrimination—The Female High School Athlete," 50 *Chicago-Kent Law Review* 169 (1973).

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Fishel, Andrew. "Organizational Positions on Title IX," 47 *Journal of Higher Education* 93 (1976).

Gallagher, Monica. "Desegregation: The Effect of the Proposed Equal Rights Amendment on Single-Sex Colleges," 18 *Saint Louis University Law Journal* 41 (1973).

Gurren, Jeffrey G. "Constitutional Law—Equal Protection—Sex Discrimination in High School Athletics Unreasonable," 19 *New York Law Forum* 166 (1973).

Hodgson, Beverly J. "Sex, Texts, and the First Amendment," 5 *Journal of Law and Education* 173 (1976).

"Implementing Title IX: The HEW Regulations," 124 *University of Pennsylvania Law Review* 806 (1976).

Martinez, Suzanne. "Sexism in Public Education: Litigation Issues," 18 *Inequality in Education* 5 (1975).

Neiman, Tanya. "Teaching Women Her Place: The Role of Public Education in the Development of Sex Roles," 24 *The Hastings Law Journal* 1191 (1973).

Perle, Linda E. and Browning, R. Stephen. "Student Classifications and Equal Protection: Marriage and Sex," 3 *Journal of Law and Education* 93 (1974).

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- Rusch, Carolyn. "Equality in Athletics: The Cheerleader v. the Athlete," 19 *South Dakota Law Review* 428 (1974).
- Sandler, Bernice. "Sex Discrimination, Admissions in Higher Education and the Law," 50 *College and University* 197 (1975).
- "Sex Discrimination and Intercollegiate Athletics," 61 *Iowa Law Review* 420 (1975).
- "Sex Discrimination in High School Athletics," 57 *Minnesota Law Review* 339 (1972).
- "Sex Discrimination—The Enforcement Provisions for Title IX of the Education Amendments of 1972 Can Be Strengthened to Make the Title IX Regulations More Effective," 49 *Temple Law Quarterly* 207 (1975).
- "Sex Restricted Scholarships and the Charitable Trust," 59 *Iowa Law Review* 1000 (1974).
- Shelton, Dinah L. and Berndt, Dorothy. "Sex Discrimination in Vocational Education: Title IX and Other Remedies," 62 *California Law Review* 1121 (1974).
- Stroud, Kenneth M. "Sex Discrimination in High School Athletics," 6 *Indiana Law Review* 661 (1973).
- Temko, Joan. "Women in Post-Graduate Education," 1 *Women's Rights Law Reporter* 10 (1973).
- Todd, James C. "Title IX of the Education Amendments: Preventing Sex Discrimination in Public Schools," 53 *Texas Law Review* 103 (1974).
- Weckstein, Paul. "Judicial Standards for Determining Sex Discrimination," 18 *Inequality in Education* 58 (1974).
- Wien, Sandra. "The Case for Equality in Athletics," 22 *Cleveland State Law Review* 570 (1973).

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AFFIRMATIVE ACTION AND PREFERENCE*

The term "affirmative action" is used by many persons to describe a wide variety of different activities. To some, for example, "affirmative action" encompasses all of the federal efforts to achieve equal opportunity; to others the term merely refers to the numerical goals required for federal contractors. Furthermore, the term connotes different things to different people: some believe that affirmative action *requires* preference; others believe that it *prohibits* preference. As a result of the different definitions of affirmative action, the arguments both for and against affirmative action are often unclear.

This paper is aimed at clarifying the meaning of the term "affirmative action", particularly as it relates to the issue of preference in employment.

In its most general sense, the term "affirmative action" refers to the concept that discrimination can be eliminated when employers take positive steps to identify and change policies, practices and any other institutional barriers that cause or perpetuate inequality. (In contrast, nondiscrimination means merely that discriminatory actions end.)

"Affirmative action" also refers to the detailed requirements of Executive Order 11246, which mandates that federal contractors undertake specific steps, including the development of numerical hiring goals, to ensure that there is no discrimination with regard to employees and applicants for employment. It involves the systematic identification of sources of discrimination, and the development of specific procedures to overcome discrimination and for monitoring the affirmative action program.

All of the anti-discrimination statutes require nondiscrimination (i.e., new hires must be made without discrimination and all discriminatory practices affecting employees must cease).¹ Generally, however, the federal provisions prohibiting discrimination do not require employers to remedy the effects of past discrimination *unless* discrimination is found. Only Executive Order 11246 requires that employers take specific steps to ensure nondiscrimination and to remedy the effects of past discrimination prior to (or without) a finding of discrimination.

Affirmative action is distinguished from *remedial action* (that is, action required by a court or federal or state agency after a finding of discrimination has been made). Typically affirmative action is aimed at eliminating *prospective discrimination*, including eliminating the effects of past discriminatory practices which still impact negatively on women and minorities. In contrast, remedial action (which may also include affirmative action) usually involves some method of "making the victim whole" (i.e., restoring the person to the place he or she would have been had the proven discrimination not occurred).

When is Affirmative Action Required?

Employers may become involved with affirmative action in any of the following ways:

- An employer may *voluntarily* develop an affirmative action plan.

- An employer *voluntarily accepting a federal contract* must develop an affirmative action plan, including numerical goals, as a condition of doing business with the government.
- An employer may undertake affirmative action *as part of a conciliation agreement* with a federal or state enforcement agency, or *as part of a private settlement* of a suit or charge.
- *Courts may impose affirmative action requirements*, including numerical goals, *as a remedy for discrimination* when conciliation or attempts at out-of-court settlements fail. (Courts may also impose these requirements as a remedy in suits charging a violation of constitutional rights.)

Affirmative Activities

Affirmative action under Executive Order 11246 may include a variety of activities, such as:

- Conducting a self evaluation of policies and practices to identify both deliberate and inadvertent discrimination.²
- Developing a written plan to end discrimination and its effects, including new and revised policies concerning various aspects of employment.
- Notifying employees concerning the nondiscriminatory policies.
- Disseminating the nondiscriminatory policy to the community at large, as well as to potential applicants and employees. (Advertisements and recruiting materials might include a statement such as "Equal opportunity employer, male/female" or "Women and minorities, as well as other qualified applicants, are welcome to apply.")
- Advertising all positions. (Many positions in the past have been filled through the "buddy system" or "old boys' club," with the result that women and minorities have not even had the opportunity to apply for jobs which they were able to perform.)
- Eliminating bias in job advertising. (For example, when affirmative action programs began, many newspapers published only sex-segregated want ads. Since then, however, almost all newspapers have ended this practice, in large part because of the affirmative action and nondiscrimination requirements of the various federal laws and regulations.)
- Actively recruiting women and minorities. (For example, affirmative action encourages employers to seek prospective employees by contacting relevant women's groups, and advertising where women are likely to see the ads, such as in women's newsletters and magazines.)
- Developing job criteria that are specifically related to the particular job.

* Portions of this paper appeared earlier in testimony given by Bernice Sandler before the U.S. House of Representatives Special Subcommittee on Education in 1974, and before the Department of Labor and the U.S. Commission on Civil Rights in 1975.

- Hiring and promoting strictly on the basis of merit.
- Monitoring employment activities to assess progress and identify problem areas.
- Developing numerical goals and timetables.

Goals and Quotas

The policies of affirmative action and numerical goals are based on concepts and precedents which derive from statutes, legislative histories, judicial decisions, the principle of equity, and the Constitution.³ Of all the areas involved in affirmative action, the distinction between numerical goals and numerical quotas has been perhaps the most often confused. As a result, goals and quotas have been the subject of much debate and controversy.

The terms "goals" and "quotas" are often erroneously used interchangeably. However, the government and the courts have made a clear distinction between the two concepts: goals are legal, while quotas clearly violate both the Constitution and various federal statutes except in the very limited instances described later in this paper. Quota systems keep people out; goals are targets to help assure that people previously excluded are included. Goals are an attempt to estimate what the employer's work force would look like if there had been no illegal discrimination. Goals are aligned with the number or percentage of qualified women and minorities available, not in terms of their general representation in the population.

Under Executive Order 11246, employers do their own work force analyses to determine if there is underutilization of women and/or minorities. For example, women receive about 23% of the doctorates awarded in psychology, and research indicates that 91% of women with doctorates work. Furthermore, approximately 23% of the psychologists listed with the National Register of Scientific and Technological Personnel are female. Thus, if there were no women or substantially less than 23% women in a university's department of psychology, "underutilization" would presumably exist. Such a presumption, based on statistical analysis, has been upheld in the courts. Indeed, statistics such as these can be used as *prima facie* evidence of discrimination during litigation. "Statistics often tell much, and the courts listen. . ."⁴

When underutilization or other statistical evidence suggest a pattern of discrimination, the burden of proof shifts to the employer. It is then up to the employers to demonstrate that they are not discriminating, e.g., their hiring criteria are job-related, their employment practices do not have a discriminatory effect on women, etc.

Goals are not automatically required of every employer holding federal contracts. Employers which can demonstrate an absence of underutilization of women do not have to develop goals. While some employers have been able to show that there is no underutilization of women in a particular department, the problem of employment discrimination has been so widespread and over so long a period of time, that few, if any, employers covered by the Executive Order have been able to show that the percentage of women in most departments was what could be reasonably expected in light of the number of qualified women.

Given the fact that there has been discrimination in the past, and that as a result of that discrimination, the number and percentage of women employed in particular jobs are often substantially below what would be expected in terms of available qualified women, affirmative efforts to recruit women and to eliminate discriminatory policies and practices should result in an increased number of women over a period of time. The goal is simply the estimate of that increase. It is tailored to a specific situation, in terms of anticipated employee turnover rate, new vacancies, promotion and upgrading, and the availability of qualified women. Specific goals vary for different job classifications and employers. They can be quite general (such as one for "psychologists") or very specific (such as one for "clinical psychologists").

The development of numerical hiring goals is a strategy to

end the continued effect of general discrimination in the present and to give relief to a specific class that employers have discriminated against in the past. Goals have been upheld in the courts as relief for a substantiated pattern of discrimination.⁵ The aim of goals is *not* punitive and employers are *not* required to fire anyone.

Civil rights legislation and court decisions are intimately related to the concept of equity: "setting things right." This is the guiding principle that underlies numerical goals. The U.S. Supreme Court has stated that a court:

may order such affirmative relief as may be appropriate. [it] has not merely the power, but the duty to render a decree which so far as possible [will] eliminate the discriminatory effects of the past as well as bar like discrimination in the future. [*Louisiana v. United States*, 380 U.S. 145 (1965). Emphasis added.]

Court decisions that were previously applicable to discrimination in nonacademic settings now extend to the educational world. Although most of these decisions have occurred in cases involving race, the principles essentially extend to other minority groups, including women.

Do Goals Require Preference?

Some people erroneously believe that goals require preferential treatment. Indeed, preference is clearly illegal under the Executive Order, Title VII of the Civil Rights Act, Title IX of the Education Amendments of 1972, and other laws prohibiting discrimination. No institution is required to give preference to women or minorities; the goal of anti discrimination statutes is to end preference, especially preference for white males. Furthermore, the courts have indicated that both numerical goals and affirmative action in employment are legal and do not constitute preference when undertaken to remedy past discriminatory practices.

The Executive Order (as well as other laws prohibiting discrimination) requires that employers recruit, hire and promote fairly. If employers fail to meet the goals they developed under the Executive Order, they must then show that they have made good faith efforts to recruit qualified women and minorities and be able to produce records documenting those efforts. For example, employers may show that they have contacted women's groups, advertised openings in a fair manner, contacted individual women for referral of candidates, and included in letters to colleagues and in job advertisements statements such as "women are welcome to apply." Additionally, employers should be able to demonstrate that their current women and minority employees who might qualify for the opening were considered, that the job criteria were relevant to the job, and that hiring was done on the basis of merit.

The obligation to meet the goal is not absolute. Employers may hire a white male if he is the most qualified applicant and if the employer can document the affirmative action effort. What the employer must be able to demonstrate is three-fold:

- A genuine good faith effort to recruit women and minorities.
- Specification of job-related objective criteria before the hiring process. (Although the criteria for professional jobs are difficult to assess, they are subject to the same requirements as other jobs.)
- Equal application of criteria. (Whatever standards or criteria are set for white men must be applied equally to women and minorities, i.e., the merit system must prevail.)

Court-Imposed Limited Preference as a Remedy for Past Discrimination

One of the major reasons for the confusion about goals and quotas is that, in some instances, courts have imposed a limited type of preference—more stringent numerical goals

than those required by employers under the Executive Order.⁶ If a court finds discrimination, it has the power to order stringent goals which *require* the employer to hire a specified number of women and/or minorities for a limited period of time, such as the coming year.⁷ (Note: court-ordered goals have occurred *only* in public employment and in industrial settings, *not in academe*.⁸) The difference between court-ordered goals and those required by the Executive Order are critical:

- Under the Executive Order, the employer sets its *own* goals, after conducting its *own* self-analysis to determine if underutilization exists. *In a court situation, the court assesses whether discrimination exists, and the court determines the goal.*
- Under the Executive Order, the employer sets goals without a finding or admission of discrimination. *In a court situation, goals are not set unless there is a finding of discrimination.*
- The Executive Order only covers contractors, who *voluntarily* agree to develop numerical goals as a condition of doing business with the government. *In contrast, the laws under which courts may order limited preference goals when there is a violation, apply to virtually all employers.*⁹
- Under the Executive Order, the best qualified person may be hired. *Only in a court situation can a less qualified person be given preference in hiring or promotion.*

Limited preference has been allowed in our courts *only after a finding of discrimination and for a limited time only*. In contrast, the affirmative action requirements that employers *voluntarily* assume when they accept a federal contract neither *allow nor compel* employers to give preference to less qualified persons on the basis of race, color, national origin, religion or sex. In the few cases where the courts have overturned goals it has been because the "goal" was used as an absolute quota and without a finding of discrimination, or because there was no provision to insure that qualified persons were hired.¹⁰

Most often, court-ordered goals have involved small numbers of positions and for a relatively short time period, such as one year. These cases are but a small proportion of the total number of cases resulting in a finding of discrimination. Courts have generally been reluctant to impose limited preference goals when other remedies to end discrimination were likely to succeed. Additionally, no court has ever imposed this remedy solely on the basis of statistical data; stringent evidence of discrimination has been necessary.

Currently, the term "affirmative action" is a catch-all description for a variety of different actions, so that arguments about affirmative action often resemble the conversation of the several blind men describing the elephant on the basis of the single part each had touched. Both supporters and opponents of affirmative action would do well to specify just what they are referring to when they discuss the merits or faults of affirmative action.

FOOTNOTES

1. Title VII of the Civil Rights Act of 1964, as amended, prohibits employment discrimination on the basis of race, color, religion, national origin and sex, by institutions with 15 or more employees, whether or not the institution receives any federal funds. Title IX of the Education Amendments of 1972 prohibits sex discrimination against employees and students in institutions receiving federal assistance.

2. Employer self evaluations typically cover, at a minimum, the following: recruiting, applications, hiring, salaries, promotions, sick leave, maternity leave, pensions, other fringe benefits, seniority, termination and layoffs, as well as other conditions of employment.

3. For a discussion of the legal precedents of affirmative action, see *Statement of Affirmative Action for Equal Employment Opportunities*, United States Commission on Civil Rights, Washington, D.C. 1973.

4. *State of Alabama v. United States*, 304 F. 2d 583 (5th Cir. 1962), *aff'd mem.*, 371 U.S. 37 (1962). See also: *Jones v. Lee Way Motor Freight, Inc.*, 431 F. 2d 245 (10th Cir. 1970), *cert. denied*, 401 U.S. 423 (1971), *rehearing denied*, 401 U.S. 1014 (1971); *Carter v. Gallagher*, 452 F. 2d 315 (8th Cir. 1971), *cert. denied*, 406 U.S. 950 (1972); *Parham v. Southwestern Bell Telephone Co.*, 433 F. 2d 421 (8th Cir. 1970).

5. Eight circuit courts have agreed that in addition to powers expressly granted under Title VII of the Civil Rights Act, courts have broad equitable power to establish goals for the purpose of remedying the effects of past discriminatory conduct. See, for example: *Associated Gen. Contractors of Mass. Inc. v. Atshuler*, 361 F. Supp. 1293 (D. Mass.), *aff'd*, 490 F. 2d 9 (1st Cir. 1973), *cert. denied* 416 U.S. 957 (1974); *United States v. Wood, Wire and Metal Lathers International Union, Local 46*, 471 F. 2d 408 (2d Cir. 1973), *cert. denied* 412 U.S. 939 (1973); *Commonwealth of Pennsylvania v. O'Neill*, 473 F. 2d 1029 (3d Cir. 1973) (*en banc*); *Contractors Assn. of Eastern Pa. v. Secretary of Labor*, 442 F.2d 159 (3d Cir. 1971), *cert. denied*, 404 U.S. 854 (1971); *Morrow v. Crisler*, 491 F.2d 1053 (5th Cir. 1974); *Local 53*

Asbestos Workers v. Vogler, 407 F.2d 1047 (5th Cir. 1969); *United States v. Local 212 IBEW*, 472 F.2d 634 (6th Cir. 1973); *United States v. IBEW Local 38*, 428 F.2d 144 (6th Cir. 1970), *cert. denied* 400 U.S. 943 (1970); *United States v. Carpenters Local 169*, 457 F.2d 210 (7th Cir. 1972), *cert. denied* 409 U.S. 851 (1972); *United States v. N.L. Industries, Inc.*, 479 F.2d 354 (8th Cir. 1973); *United States v. Ironworkers Local 86*, 443 F.2d 544 (9th Cir. 1971), *cert. denied* 404 U.S. 984 (1971). The Supreme Court has recognized that "mathematical ratios," although forbidden if specified as a permanent or "inflexible requirement," may serve as a "useful starting point in shaping a remedy to correct past constitution violations." *Swann v. Charlotte-Mecklenburg Board of Education*, 402 U.S. 1, 25 (1971).

6. Limited preference may also occur in private settlements of suits and in conciliation agreements.

7. Occasionally court-ordered goals specify a ratio or percentage of women and/or minorities to be hired for a certain number of job openings (rather than for a certain time period). For example, the order might require the "x" percent of the next 50 openings be filled by women, whenever these openings occur.

8. Most of the industrial cases under Title VII involve goals for union membership or issuance of a union work permit, rather than for hiring or promotion. Additionally, the majority involve blue collar workers and race or national origin discrimination.

9. Title VII of the Civil Rights Act of 1964, as amended; the Civil Rights Act of 1866 (now 42, U.S.C. § 1981) and the Civil Rights Act of 1871 (now 42 U.S.C. § 1983).

10. See, e.g., the 3rd Circuit's overturning part of an order by a lower court involving the goals for the hiring of policemen (*Commonwealth of Pennsylvania v. O'Neill*, 348 F. Supp. 1084 *vacated in part*, (3d Cir. 1972): "This order does not, certainly on its face, limit the pool from which applicants are to be chosen to those necessarily qualified to be policemen."

Burling Lowrey

Those 'Emerging Women' as Undergraduates

The role and status of women in our society, a subject which seems to be approaching the dimensions of a national obsession, has been analyzed from every conceivable angle; but one significant area seems to have been overlooked—the phenomenon of the mother and wife who decides to resume her formal education in college after 15 or 20 years devoted to raising a family and keeping a home. When this trend began in earnest about 10 years ago it was ignored as just another fad to help fill the empty days of suburban housewives. But now that these adult females constitute a relatively large constituency on our college campuses, they have to be reckoned with. There will be more of them and they are going to make an impact on not only what is taught in our colleges but how it is taught. Right now many of our colleges are performing a balancing act between the demands of liberal arts education and those of jobs and careers. These older students may be the factor which tips the scales in one of the two directions.

Having taught undergraduates all of my adult life, I have run the gamut of generational campus "moods" (most of which, I suspect, were fabricated by a few pop sociologists on the staffs of our national, newsmagazines with nothing better to write about during the summer doldrums). What we have today on our campuses, especially those of the community colleges, is a mix similar to that of the post-World War II years in which returning veterans were thrown in with wet-behind-the-ears teenagers fresh out of high school. The returning women are providing a similar infusion of adult values. What is different is the motivation: The veterans simply took

advantage of a generous law, the G.I. Bill, whereas the women are being pressured, consciously or unconsciously, by a maze of social forces—changing attitudes towards sex roles, marital relations, child-bearing, male-female parity in the job market, and others of less significance.

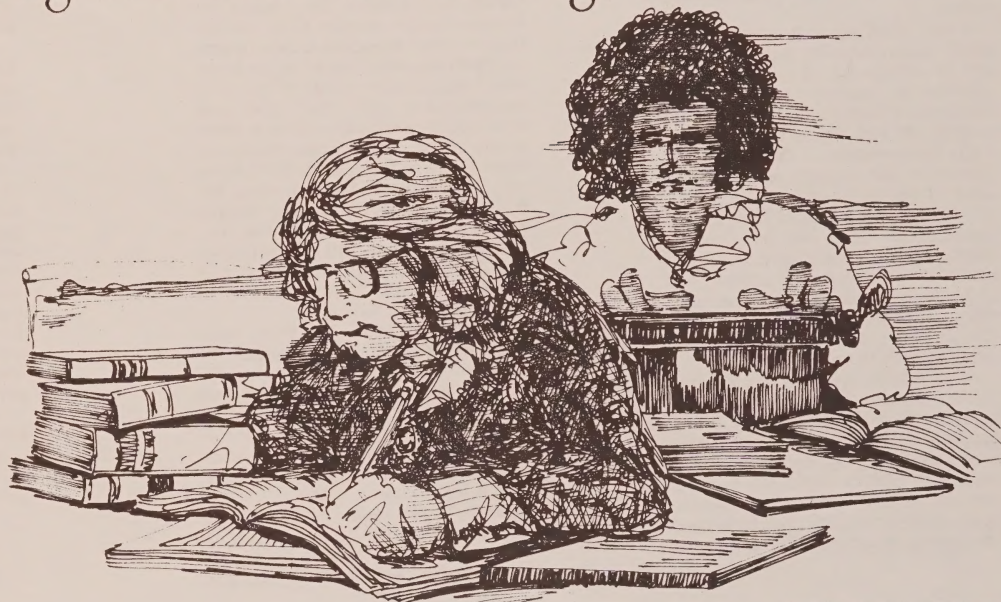
Over the past few years I have taught many of these women and have conversed at length with scores of them in my campus office, at social events, and on European holidays. The characteristic which they seem to have in common is intensity, and I don't mean this in a neurotic sense. Rather it seems to be

grounded in a relentless drive to "make it" academically and ultimately to prove something to themselves.

It is dangerous, of course, to generalize about motivations, but there are certain common experiences in the background of these "emerging women," as one of my colleagues has characterized them, that may explain their strong emotional involvement in merely driving to a campus every day, attending class (mostly on a part-time basis), and doing what is required to earn credits and possibly a degree. They range in age from about 30 to 45. A very large percentage of them have,

for the past 15 or 20 years, been engaged in what they consider the socially useful but mindless routine of being homemakers. They are very conscious of the mental stagnation that has set in over the years.

One hears rather cruel stories of their having been put down and patronized intellectually by their own children. In the past mothers with minds would simply have swallowed such insults. Now they respond by rushing off to college with the unarticulated cry, "I'll show my kids that I'm not just a dumb housewife!" Similar sensitivities are aroused by social con-



By Sand Toler for The Washington Post

tact with their husbands' business or professional friends, especially, as is often the case, if they flaunt advanced academic degrees. Others turn to the academic routine out of a sense of boredom, to escape the suburban trap and the likelihood of becoming a living cliché.

When asked about it, most of these adult undergraduates insist that they are in college for strictly pragmatic reasons—to acquire the necessary background so that they can qualify for a good job and hence become financially independent. I think that the women in this category are very conscious of the fact that marriage is rapidly losing its guaranteed security and permanence. They also look around them and see such traditional cushions of the divorced woman as alimony and child support becoming increasingly risky propositions and are preparing themselves against the prospect of being literally left out in the cold.

All of this lends a kind of poignance to the classroom performance of these students. They are the most incredibly hard-working group of people I have ever seen and they agonize over the possibility that the work they turn out may be slightly less than excellent. Some place unrealistic demands upon themselves, thus turning perfectionism

into aberration; but I never heard of a professor who complained about a student being a nutty perfectionist.

As a group, these women tend to do better in the humanities and social sciences than in foreign languages, mathematics, and science. The reasons for this seem quite obvious: In the former they are able to exploit a rich reserve of experience and insight. In the latter, which tend to place a high premium on memorization, drill, and structured thinking, they sometimes have to defer to the young people whose minds are more suited to these methods of learning. In English, the hiatus in their formal education seems to have worked greatly to their advantage in that they missed a decade of anti-intellectualism and declining standards of literacy in our high schools. Their sensitivity to the printed word shows it.

Fortunately, there has been some comic relief from the seriousness of purpose which I have just described, and this is understandable when one considers the incongruity of a situation in which a group of adults find themselves living in the midst of what amounts to a youth ghetto. Material for one of those satiric academic novels abounds. In one instance, a mother of three, apparently without realizing what she was doing, took on the regressive behavior patterns of the campus

kids. After being in the habit for a number of years of sitting in chairs, she suddenly became addicted to positioning herself on floors yoga-fashion and affecting the expressionless "cool" mask that predictably goes along with it. And it's hard to forget the Helen Hokinson matron who stormed out of a classroom after being told to remove her hat. The blistering letters she fired off to the campus deans, as a result of this contretemps, are certainly imperishable additions to the annals of rich, beautiful prose.

Perhaps these comic interludes are symptoms of a movement in transition. Mature women of all stripes will continue to attend college in larger numbers. Eventually the dust of the current revolution in marital and family relations will settle and along with this the guilt and the intensity will disappear. Intellectual activity will then become more relaxing and pleasurable. It is conceivable that the normal campus population of the future will be composed of a mixture of youth and age minus the incest barrier and the neuroses of the nuclear family. And, that considering our current uncertainties, is a pleasant prospect indeed.

The writer is a professor of English at Montgomery College in Rockville.

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THE PROJECT ON THE STATUS AND EDUCATION OF WOMEN of the Association of American Colleges provides a clearinghouse of information concerning women in education, and works with institutions, government agencies and other associations and programs affecting women in higher education. The project is funded by Carnegie Corporation of New York. The opinions expressed in this article are not necessarily those of AAC or Carnegie Corporation of New York.

October 1976



October 1976

Dear Colleagues and Friends:

With the new academic year under way, it is appropriate both to wish you a successful term and to announce that the Project has received funding to enable us to continue providing you with information concerning women in higher education. We are grateful to Carnegie Corporation of New York for their continued support of the Project and its activities. Details regarding the Carnegie grant appear in the enclosed issue of On Campus With Women.

Issue # 15 of On Campus With Women also includes a "Title IX Bulletin" and sections on "Affirmative Action" and "Education of Women." The new format will, we hope, facilitate use of the newsletter.

Several other items are also enclosed in this mailing:

- Important Title IX Resources # 2: Articles Concerning the Law and Sex Discrimination Against Students lists a number of articles addressing issues raised by Title IX.
- Affirmative Action and Preference contrasts affirmative action under the Executive Order with affirmative action required by courts after a formal finding of discrimination. It addresses the often misunderstood question of whether affirmative action and numerical goals (mandated by Executive Order 11246) require or prohibit preference.
- Those 'Emerging Women' as Undergraduates, reprinted with permission from THE WASHINGTON POST, discusses "older women" students, their strong academic motivation and their impact on the college campus.

On October 13, 1976 President Ford signed into law the Education Amendments of 1976, which affect sex discrimination in education and Title IX, including provisions which:

- spell out certain due process procedures for enforcing federal antidiscrimination laws,
- clearly forbid admissions quotas,
- require specific actions aimed at ending sex stereotyping and discrimination in vocational education.

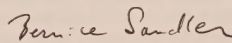
Additionally, this legislation amends Title IX:

- to exclude activities held in connection with Boys Nation, Girls Nation, Boys State and Girls State,
- to specify that Title IX does not preclude father-son or mother-daughter activities at an educational institution, provided these opportunities are "reasonably comparable" for students of both sexes,
- to exclude coverage of financial assistance awarded by a college to winners of beauty contests based on "personal appearance, poise and talent."

Further details on these amendments, will be included in our next mailing.

We hope these items will assist you during the coming academic year.

Sincerely,



Bernice Sandler, Director
and the entire Project staff

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on campus with women

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OUR PROJECT BEGINS SIXTH YEAR

The Project on the Status and Education of Women, sponsored by the Association of American Colleges (AAC), began its sixth year in September with a \$350,000 grant from Carnegie Corporation of New York. The grant enables the project to continue to serve as a major resource on women's issues in higher education.

Since its inception in September 1971 the project has prepared and disseminated over fifty papers to thousands of key persons across the country—faculty, administrators and students in colleges and universities; personnel in federal and state agencies; and others involved in higher education and women's rights. The project also functions as a liaison between academe and women's groups and federal policy makers.

In announcing the grant, Dr. Frederic W. Ness, president of AAC, said "The association is very proud of the success of the project and we are pleased to see it continue. It fulfills a vital function in American education by providing assistance not available elsewhere."

According to Bernice Sandler, director of the project, Carnegie's grant will fund the partial operation of the project during the next three years. Additional funds are being sought for full funding. She noted that Title IX, which prohibits sex discrimination in educational institutions, affects virtually every college and University. "We will see a sharp increase in Title IX activities," she stated, "as institutions develop new policies and programs to implement educational equity. As a result, demands on the project will increase." In the past five years, the project has been funded by the Danforth Foundation, the Exxon Education Foundation and Carnegie Corporation of New York.

TITLE IX BULLETIN

Attorney General Confirms HEW Coverage of Federal Student Assistance

Supporting an earlier interpretation made by the U.S. Department of Health, Education and Welfare, Attorney General Edward H. Levi has affirmed that Title IX applies to institutions which receive student assistance funds through Basic Educational Opportunity Grant, Guaranteed Student Loan or Veterans' Education Assistance Act programs.

At the request of HEW Secretary David Mathews, Levi asked the Justice Department's Civil Rights Division and Office of Legal Counsel to examine the issue of Title IX coverage of institutions benefitting from student aid programs. Both offices agreed with the original HEW interpretation, and in a letter to Mathews, Levi wrote:

An institution which receives no other federal financial assistance but which has students benefitting from one or more of the foregoing programs [see above] is subject to Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. [Title VI prohibits discrimination based on race, color and national origin; Title IX prohibits discrimination based on sex.]

The earlier HEW interpretation resulted from an inquiry from HILLSDALE COLLEGE (MI) which benefits from federal monies under student aid programs, but receives no direct federal aid. Levi's interpretation is in agreement with an earlier court decision (*Bob Jones University v. Johnson* 396 F. Supp. 597 [D.S.C. 1974] *affirm. sub nom, Bob Jones University v. Roudeshush*, F. Supp. [D.S.C. 1974], *affirmed* [4th Cir. 1975]) involving Title VI and veterans' education benefits. [Note: See section 86.2(g) of the Title IX regulation regarding definition of federal financial assistance.]

OCR Explains Maternity Benefits Under Title IX

Institutions which have a deductible amount for maternity coverage but not for other kinds of temporary disability in health insurance plans may be in violation of Title IX, according to Roy McKinney of HEW's Office for Civil Rights. In a letter to a member of California's National Organization for Women, McKinney explained:

For a covered institution [those receiving federal financial assistance] to offer employees a health insurance policy that imposes a \$50.00 deductible for pregnancy benefits but imposes no such deductible for other temporary disabilities would be a violation of the Title IX regulation Similarly, if a covered institution were to offer such a health insurance policy to its students, it would be in violation [of the Title IX regulation].

[Note: The Title IX regulation requires covered institutions to treat pregnancy and pregnancy-related illness or disability like any other temporary disability or illness for all job-related purposes, including fringe benefits offered to employees. See section 86.57(c) of the regulation. The regulation also requires the same treatment of pregnancy and pregnancy-related illness or disability with respect to health plans or services offered to students. See section 86.40(b) (4) of the regulation.]

Male Honor Society Must Admit Women Members

The all-male Seminole Indian Iron Arrow Honor Society at the UNIVERSITY OF FLORIDA will have to admit women as members or forfeit the assistance it receives from the

university, according to a ruling from HEW's Region IV Office for Civil Rights. The society uses school facilities and receives secretarial support from the university, and OCR defines such aid as "significant assistance." [Note: The Title IX regulation forbids institutions from aiding or perpetuating discrimination by providing "significant assistance" to organizations, agencies or individuals which discriminate on the basis of sex. See section 86.31(b) (7) of the regulation.]

OCR Sets Up Central Source of Title IX Rulings

In July 1976 HEW's Office for Civil Rights (OCR) initiated a system designed to route all issuances on Title IX to one central office. OCR Director Martin Gerry designated the Office of Special Assistant to the Director for Public Affairs (OCR) as the center for the collection of the following kinds of documents regarding Title IX: letters of findings resulting from compliance review or complaint investigation, letters of acceptance of compliance plans or complaint remedies, and correspondence interpreting Title IX for a citizen, a recipient, a complainant, a member of Congress, an organization or group.

Gerry also asked HEW's Office of General Counsel, each OCR education division, and all of its regional branches to send such issuances to this office. The move is expected to ensure consistent policy interpretations.

Colleges, Universities Must Assure HEW of Title IX Compliance

In July HEW sent an "Assurance of Compliance with Title IX of the Education Amendments of 1972" to presidents of colleges and universities, school superintendents and chief state school officers. Educational institutions and agencies applying for federal aid are required to complete the assurance (HEW Form 639) and return it to HEW before September 30, 1976.

By completing the form, the institution assures HEW that it has

- complied with Title IX and its regulation;
- adopted a grievance procedure and designated a title IX coordinator;

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- notified employees and students of the grievance procedures and the name and address of the Title IX coordinator;
- conducted a self-evaluation and eliminated all discriminatory practices found in the self-evaluation or initiated remedial steps to eliminate the effects of discriminatory practices.

The form also outlines the conditions applicable for a religious exemption. [Note: Title IX exempts institutions controlled by a religious organization to the extent that the application of the anti-discrimination provisions is not consistent with the religious tenets of the organization. See section 86.12 of the Title IX regulation.]

Institutions do not have to complete an assurance form each time they apply for federal funds, but they will be required to submit a form each year. In addition, should any information contained in the form become inaccurate, institutions must submit a revised form within 30 days.

Persons interested in obtaining a copy of their institution's assurance form should contact their Title IX coordinator, their regional Office for Civil Rights or the national Office for Civil Rights. For further information about the form, contact Jean Kresy, Acting Higher Education Director, Office for Civil Rights, Department of Health, Education and Welfare, Washington, DC 20202.

OE Supplies Educators with Title IX Compliance Kit

Presidents of colleges and universities, superintendents of school districts and systems, commissioners of education, and heads of state departments of education are among the thousands of persons in the education community who have received a nine item package, *Complying with Title IX: A Resource Kit*, from the U.S. Office of Education (OE). The kit, prepared by the Resource Center for Sex Roles in Education under contract to OE, consists of the following items:

- *Equal Opportunity—A Fundamental American Right* (a brief pamphlet which establishes the context for understanding Title IX)
- *Why Title IX* (a short booklet which reviews data documenting the existence of sex discrimination in education)
- *Title IX of the Education Amendments of 1972: A Summary of the Implementing Regulation*
- *Identifying Discrimination: A Review of Federal Anti-discrimination Laws and Selected Case Examples*
- *Complying with Title IX: Implementing Institutional Self-Evaluation* (a manual for conducting the required self-evaluation)
- *Title IX: Selected Resources* (a list of available materials on Title IX compliance)
- *Equal Educational Opportunity and Equal Employment* (two posters which outline the rights of students and employees to equal opportunity without regard to sex or race).

Although copies of the kit are no longer available, the Office of Education hopes to reprint the kit for sale through the Government Printing Office. Persons who wish to review or have access to the kit may want to contact their state departments of education, educational institution or school system, congressional representative, or the Office of Education, Department of Health, Education and Welfare, Washington, DC 20201.

Colleges Move to Implement Title IX

Results from a survey show that a number of college presidents have taken positive initial steps in complying with Title IX requirements. The survey, conducted last spring by the Resource Center on Sex Roles in Education, was sent to a stratified sample of 300 college presidents and 500 school superintendents. Seventy-six percent of the presidential sample responded. A preliminary analysis of their responses showed the following:

- 45% considered themselves thoroughly aware of the requirements of the Title IX regulation, 52% stated that they were "somewhat aware," and 3% indicated no awareness.
- 86% reported that a Title IX coordinator had been designated, but only 37% said that job descriptions had been developed for the coordinator.
- 65% stated that students had been notified that a Title IX coordinator had been appointed, and 70% stated that employees had been notified.
- 72% had designated someone to be responsible for conducting the institutional self-evaluation.

The survey responses also revealed that more presidents than school superintendents indicated difficulty in developing grievance procedures and training staff in implementation of these required procedures. A final report of the survey is scheduled for publication in fall 1976. For further information, contact the Resource Center on Sex Roles in Education, 1201 16th St., NW, Washington, DC 20036.

Women Press for Making Self-Evaluations Public

Women's organizations are pressing colleges, universities and other educational institutions to make the results of Title IX institutional self-evaluations available to the public. Although the Title IX regulation does not require institutions to do so, women's groups reason that public knowledge of the extent of sex discrimination in a particular institution can be helpful in developing public support for the policy changes necessary to end sex discrimination. Carol Parr of the Women's Equity Action League (WEAL) explained, "When parents learn that their daughters start school or college facing numerous barriers based on sex bias, they are more likely to insist that the school comply fully and quickly with Title IX." WEAL and other women's groups also urge parents and concerned citizens to obtain and read current summaries, guidelines and other material on Title IX compliance so that they will know what institutions are required to do.

AFFIRMATIVE ACTION**Women Faculty Not Making Progress, Says AAUP**

"Little sign of progress can be found" regarding the equalization of the status of men and women faculty members, reports the American Association of University Professors (AAUP) in *Nearly Keeping Up: Report on the Economic Status of the Profession, 1975-76*. Data from the report show that women have actually lost ground in the profession. For example:

- The percentage of women faculty members decreased from 22.5% in 1974-75 to 21.7% in 1975-76.

- There was no increase in the representation of women in the entrance ranks of faculties: the percentage, 32.8%, was the same as the year before.

- In 1974-75 34% of women were professors or associate professors; in 1975-76 the proportion of women in the higher ranks was slightly less.

- In 1974-75 women received an average compensation which was 4.5% lower than that received by men of the same rank; in 1975-76 women received an average compensation which was even lower—5.2% less than that of men of the same rank.

The report was published in the summer 1976 issue of the *AAUP Bulletin*. Reprints are available at \$2.50 each from AAUP, One Dupont Circle, Washington, DC 20036.

Where are the Women Scientists? Unemployed

"The unemployment rates for women in science... continue to be two to five times higher than for men in the same field with comparable training and experience," reports Betty Vetter of the Scientific Manpower Commission in her essay, "Women in the Natural Sciences." Vetter reports that 20% of women (but only 14% of men) receiving doctorates in the sciences in 1973 were still seeking employment at the time of the Ph.D. award. She states further that, while the number of unemployed women scientists is small when compared to the numbers of unemployed women professionals in all fields combined, this percentage "should be viewed in the context of continuing, loud protests by potential employers in industry and higher education that 'qualified women scientists' cannot be found." Vetter points out the following patterns in the careers of women scientists:

- Women scientists have more difficulty finding employment than men similarly educated, and women find it more difficult to advance once they are hired.
- Women scientists have been less likely than men to obtain jobs in prestigious colleges and private industry. Similarly, they do not advance as fast as men to managerial jobs or high academic rank.

Vetter concludes that "the status of women in science is about what it was five years ago, before 'affirmative action' was mandated.... The goal of equal opportunity and equal regard for women lies somewhere down the distant path into the future."

Vetter's essay appeared in the journal *Signs*, Vol. 1, No. 3, Part 1, Spring 1976. Single copies of this issue of *Signs* are available for \$4.60 for institutions, \$3.60 for individuals from The University of Chicago Press, 5801 Ellis Avenue, Chicago, IL 60637.

Two other publications also examine the problems of women in science careers.

Women in Science and Technology: U.S./USSR Comparisons, by Gerhard F. Schilling and Kathleen Hunt, assesses the role and utilization of women in scientific and technological fields. The authors state that "the participation of women in all sectors of... the USSR economy is considerably greater than in the United States... The United States appears to be only slowly catching up." The report gives demographic and employment/education data, discusses women in faculty positions, as well as in the nations' economy and political structures, and ends with some conclusions and projections about the future status of women in both nations. The 67-page report includes six pages of bibliography and 28 charts. Copies are available for \$5.00 each prepaid from The Rand

Corporation, Publications Department, 1700 Main St., Santa Monica, CA 90406.

Research Issues in the Employment of Women contains five papers presented at a 1974 workshop sponsored by the Commission on Human Resources (National Research Council) and the Assembly of Behavioral and Social Sciences. The papers, which focus on the demographic, sociological and psychological aspects of employment and underemployment of women in the natural sciences and engineering, include "Women in Science and Engineering: A Research Review" by Cora Bagley Marrett; "Some Social Factors in Career Choice" by Ellen Page Robin; "Personality Characteristics and Sex in Science" by Ravenna Helson; "Sex-Based Professional Socialization Among Graduate Students in Science" by Carolyn Perrucci; and "Male Values and Female Professionals: Women in Science and Engineering" by Deborah David. Single copies of the proceedings are available free upon request from the Commission on Human Resources, National Research Council, 2101 Constitution Ave., NW, Washington, DC 20418.

EEOCC Calls for Equal Pension Payments

The Equal Employment Opportunity Coordinating Council (EEOCC), a group charged with coordinating federal anti-discrimination policy, has called for a uniform policy of equal pension payments to both male and female retired employees. President Ford had asked the EEOCC to study the differences in the various federal policies regarding pension payments and suggest a uniform policy to resolve those differences. (Sex Discrimination Guidelines under Title VII of the 1964 Civil Rights Act call for equal periodic benefits, while regulations regarding compliance with Executive Order 11246, the Equal Pay Act and Title IX allow equal contributions or equal benefits.)

The April 14, 1976 letter transmitting the EEOCC's recommendation to President Ford stated that "it is a matter of sound public policy that periodic payments made to retired employees pursuant to the terms of employee benefit plans should not reflect a differentiation based on sex."

The EEOCC members (except for the U.S. Commission on Civil Rights) recommended that President Ford ask Congress to enact new legislation which would require that:

- "all persons retiring on and after a certain date... receive periodic payments which do not reflect a differentiation based on sex," and,
- in the case of an employee retirement plan which provides retirement benefits in the form of a lump sum, "such lump sums shall be in amounts sufficient to purchase annuities which provide periodic payments which do not vary because of the sex of the purchaser."

The letter explained that:

The Commission on Civil Rights believes that Title VII prohibits the current practice of paying unequal periodic benefits to men and women... [and] the current EEOC Guidelines can be fully justified by case law. The commission sees no need for legislation. If, however, legislation is proposed, the Commission believes that Congress should consider mandating sex-neutral practices by the insurance industry, applicable to all forms of insurance.

Harold R. Tyler, Jr. (Deputy Attorney General and Chairman of the Equal Employment Opportunity Coordinat-

ing Council), W.J. Usery, Jr. (Secretary of Labor), F. David Mathews (Secretary of Health, Education and Welfare), Arthur S. Flemming (Chairman of the U.S. Commission on Civil Rights), and Robert E. Hampton (chairman of the Civil Service Commission) signed the letter to the President.

Pace University to Pay \$75,000 in Back Pay to Woman Professor

PACE UNIVERSITY (NY) has agreed to pay \$75,000 to Dr. Valentine Winsey, a former faculty member who charged that the university had denied her promotion and subsequently fired her because of her sex. The Pace settlement also includes reinstatement of Winsey with no loss of seniority as an associate professor with tenure, effective September 1976; updating of her pension account as if there had been no break in her employment; and consideration of Winsey for promotion at the beginning of her third year of full time teaching.

Winsey first filed her complaint with the New York City Commission on Human Rights, which ruled in her favor in 1975. The university then appealed the case and was successful in overturning the commission's ruling at both the state supreme court and appellate court levels. However, the state's highest court, the Court of Appeals, upheld the commission's ruling.

The New York City Commission on Human Rights considers the case a "landmark," with "significant national implications for women seeking to prove sex discrimination... especially in the difficult area of professional employment, particularly college teaching."

College Sued for Discrimination Against Part Time Faculty

A part time teacher and the California affiliate of the National Education Association (NEA) have filed a \$3.5 million lawsuit against RIO HONDO COLLEGE (CA), charging the college with discrimination against part time faculty. The suit, filed on behalf of 366 part time teachers, charges the college with violating the state's education code by paying part time faculty at half the rate paid to full time faculty, and by avoiding tenure regulations by hiring and firing part time faculty each semester.

The outcome of the case is likely to have an impact on the employment status of many women faculty: studies have found that women comprise a large percentage of part time faculty in many colleges and universities.

Harvard Demonstrators Call for Affirmative Action

Last spring HARVARD UNIVERSITY (MA) was the site of a demonstration in favor of affirmative action, the largest protest demonstration there in four years. According to the *Chronicle of Higher Education*, approximately 250 persons chanted such phrases as "Equal rights for all! Don't let Harvard stall!" and "What do we want? Affirmative Action! When do we want it? Now!" The demonstrators said they were asking the university "to live up to its ideals."

Putting Affirmative Action in Action? Here's Help

College and university administrators and other personnel may find the following publications helpful in implementing affirmative action plans and improving the status of women and minorities.

The new enlarged 1975-76 edition of *Women's Organiza-*

tions and Leaders Directory contains approximately 20,000 entries describing national and local groups, leading individuals in women's organizations, government agencies, professional associations, business, industry and other special interest groups. The directory also contains information about special library collections on women's studies and the history of the women's movement, educational opportunities and vocational training for women, counseling services, day care, financial assistance and other topics of concern to women. In addition, the directory lists talent banks and job banks. The directory, which is indexed extensively, is a valuable resource for employers who wish to expand their recruiting base; governmental and corporate boards seeking women members; and women seeking information about employment and/or educational opportunities. Copies of the directory are available for \$36.00 each prepaid (40.00 for invoiced orders) from Today Publications and News Service, Inc., National Press Building, Washington, DC 20045.

Employers in colleges and universities, as well as graduate school administrators, may find the 1976-77 edition of *Handbook for Recruiting at the Historically Black Colleges* a useful recruiting aid. The handbook contains profiles of 83 colleges and universities with predominantly black enrollments. It also includes statistics on enrollment by sex, initial career choices of graduates, the number of bachelor and advanced degrees awarded by fields of study and sex, and tables summarizing the data from the 83 institutions. The handbook is available for \$9.00 per copy from College Placement Services, Inc., P.O. Box 2322, Bethlehem, PA 18001.

Collective Bargaining and Discrimination Issues in Higher Education, a 22-page monograph issued by the Academic Collective Bargaining Information Service (ACBIS), explores some of the interrelationships between the collective bargaining process and equal employment issues. Written by Carolyn Polowy, Associate Counsel for the American Association of University Professors, the paper discusses the relationship between the National Labor Relations Act and four federal equal opportunity laws (Title VII of the 1964 Civil Rights Act, the Equal Pay Act, Executive Order 11246, and Title IX of the 1972 Education Amendments). The paper concludes with a "collective bargaining checklist" of issues.

Another ACBIS publication is a 12-page monograph, *The Application of Non-Discrimination Law and Regulations to Collective Bargaining in Higher Education*. The monograph offers a list of suggestions for handling issues which may arise during various phases of collective bargaining and cites relevant court decisions and federal requirements. Both ACBIS publications are available free upon request from Academic Collective Bargaining Information Service, 1818 R St., NW, Washington, DC 20009.

Administrators who are in the process of reviewing or establishing a grievance procedure as required by Title IX of the Education Amendments of 1972 may find *Grievance Procedures: A Working Paper*, by W. Todd Furniss, a helpful guide. In the 33-page paper, Furniss discusses grievance structures in the context of today's campus, reviews the actions involved in formal grievance procedures, and suggests ways to strengthen formal and informal grievance procedures. Single copies of the paper can be obtained free upon request from the Office on Academic Affairs, American Council on Education, One Dupont Circle, NW, Washington, DC 20036.

Programs for Educational Equity: Schools and Affirmative Action, by Shirley McCune and Martha Matthews of the

Resource Center on Sex Roles in Education, reviews the origin and foundation of affirmative action, the elements of affirmative action plans, and specific information for the development of such plans. Although written for the U.S. Office of Education to be used by education agencies providing K-12 services, many of the principles discussed can be applied to post-secondary institutions as well. The authors explore affirmative action plans for educational programs (such as curriculum, athletics, etc.), as well as plans for affirmative action in educational employment. Among the appendices are guidelines for evaluating such plans. Copies of the 56-page booklet are available for \$1.20 each from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Aids for Affirmative Action Interviewing

Guidelines for Contemporary Employment Interviewing provides helpful information and advice for both the interviewer (employer) and the interviewee. Prepared by a special committee of faculty, staff and students at the UNIVERSITY OF WISCONSIN-STOUT, the 13-page booklet discusses recent changes in laws affecting the employment process, questions that should not be asked in an interview, and ways the interviewer can guard against his or her own biases. The booklet also gives a list of suggested responses to illegal questions that may be asked in interviews. Although the booklet was prepared for use on the UW-Stout campus, its content is transferable to other academic work environments. Copies of the booklet are available for \$1.00 each from the Affirmative Action Office, University of Wisconsin-Stout, Menomonie, WI 54751.

Although *Interviewing Women Candidates* (a 4-page brochure from the U.S. Civil Service Commission) was written for male supervisors and agency representatives of federal agencies, it can also be of use to those making hiring decisions in academe. The brochure lists and discusses several "do's" and "don'ts" toward treating women applicants and men applicants equitably. The brochure is available for \$.25 each, \$.405 per 100, from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Women's Work

MARY BERRY, formerly provost of the Division of Behavioral and Social Sciences at the University of Maryland at College Park, is now chancellor of the University of Colorado at Boulder. Dr. Berry is the first black woman to hold that title at an institution with predominantly white enrollment.

MARJORIE BELL CHAMBERS, mayor of Los Alamos, New Mexico, president of the American Association of University Women and adjunct professor of history at the University of New Mexico at Los Alamos, has been named president of Colorado Women's College.

VIRGINIA L. LESTER, acting dean of Empire State College (NY), has become president of Mary Baldwin College (VA).

MARIE V. TARPEY, formerly dean of faculty and academic affairs at Wilmington College (DE), is now vice-president for academic affairs at Pikeville College (KY).

BARBARA S. UEHLING, dean of the College of Arts and Sciences at Illinois State University, has become provost of the University of Oklahoma.

JEAN B. WALTON, former dean of students at Pomona College (CA), is now vice-president for student affairs at that college.

Handbook on Women Workers

The 1975 *Handbook on Women Workers*, prepared by the Women's Bureau of the U.S. Department of Labor, is now available. The 435-page book contains national data on women's employment, a report on women's education and training, information on laws affecting women workers and an overview of women's political status. This book updates and expands the 1969 *Handbook*. Single copies can be obtained without charge from the Women's Bureau, U.S. Department of Labor, Washington, DC 20202. Copies are also available for \$4.70 each prepaid from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. A discount of 25% is allowed on orders of 100 or more.

Why Women Work

Why were more than half of all women ages 18 to 64 in the labor force in 1974? Perhaps one reason is that economists estimate it costs between \$70,000 and \$100,000 to raise a child for the first 18 years of her or his life. If a woman who had previously worked stayed home to devote full time to childrearing, she would lose income. For example, if she had been a secretary making \$3.76 an hour, she would lose at least \$265,455 during that 18-year period.

Considering these figures, it is no surprise that many women are not full time homemakers. In fact, the Women's Bureau of the U.S. Department of Labor reports that the labor force participation rate of mothers with children under 18 was slightly higher than the rate for all women.

New Program for Women Administrators

FLORIDA STATE UNIVERSITY has instituted the Doctoral Program of Administrative Studies for Women in Higher Education. Designed to meet "the needs of students and the demands of contemporary society," the program includes independent study, applied research, internships and a wide spectrum of courses. For further information, contact Melvne Dreheim Hardee, Senior Professor, Higher Education, Educational Management Systems, Florida State University, Tallahassee, FL 32306.

New Regional Newsletter for Women

The New England Network of the Federation of Organizations for Professional Women publishes a newsletter, *Alert*, to promote communication and avoid duplication of efforts in the women's movement in that region. The newsletter, published at the Center for Research on Women in Higher Education and the Professions, reports on events, programs, publications and current research. For further information contact Irene Murphy, Federation of Organizations for Professional Women, Cheever House, 828 Washington St., Wellesley, MA 02181.

EDUCATION OF WOMEN

Justice Department Sues Maritime School

In April 1976 the U.S. Department of Justice filed a civil suit in U.S. District Court against the Massachusetts Maritime

Academy, a state-supported school for Merchant Marine officers. The suit charges the academy with violating the Fourteenth Amendment by its refusal to accept women as full time students. A complaint from a woman, charging that she had been denied admission to the academy, precipitated the suit.

The suit names as defendants the academy officials and the thirteen members of the Massachusetts State Colleges Board of Trustees. Additionally, the suit asks the court to issue a permanent injunction to prohibit sex discrimination at the academy, and require school officials to adopt a plan to eliminate the alleged discriminatory admissions policies.

NSF Funds Program to Increase Women Scientists

In an attempt to tap the underutilized scientific resource which women represent, the National Science Foundation (NSF) has made grants totalling \$946,171 to support science career workshops and science career facilitation projects.

The science career workshops will be held in 17 states and will involve approximately 6,000 undergraduate and graduate women in 1-2 day sessions. The sessions are designed to encourage the women to consider science careers, and provide information to them regarding opportunities and preparation for careers in science.

The career facilitation projects, to be held in 10 states and the District of Columbia, are aimed at women who received bachelor's or master's degrees in science between 2 to 15 years ago, but who are not presently employed in scientific fields. The program is designed to increase the women's level of knowledge to that expected of current graduates at the same degree level. Participants in these projects will be prepared to enter directly into graduate school or employment at the end of the project.

For further information about both programs, contact the Women in Science Program, National Science Foundation, 1800 G St., NW, Washington, DC 20006.

New Publications Discuss Inequity in Education

The League of Women Voters has published a 12-page pamphlet especially for private citizens interested in current problems in education. Entitled *Education: Problems in Equity*, the pamphlet discusses several major education issues, provides a background of legal information on each issue, and gives specific suggestions for citizen involvement. Among the topics discussed are "Sex Discrimination and Title IX," "Racism and Sexism in Text Materials," and "Pregnant Girls, Teenage Mothers." The pamphlet includes a list of resources and is available for \$.75 per copy from League of Women Voters of the United States, 1730 M St., NW, Washington, DC 20036.

A *Resource Handbook for Policy Makers* is designed to give a "concise overview" of sex discrimination in the following areas of education: adult and continuing education, athletics, employment in elementary/secondary education, guidance and counseling, higher education, curricular materials, teacher training and certification, treatment of students, and vocational education. Each section includes a bibliography, a list of resource organizations and a list of relevant state action. The appendices include lists of film resources and legislative service agencies. The handbook was prepared by the Equal Rights for Women in Education Project of the Education Commission of the States. Copies of the 122-page handbook are available for \$2.50 each from Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln St., Denver, CO 80203.

Stanford Offers Aid to Women

What does a woman student do when she's seen her advisor six times and he/she still doesn't know her? When she wants to play lacrosse but there's no women's team? When she needs a job but all of the ads say "males preferred"? At STANFORD UNIVERSITY (CA) her first step might be to read *A Guide for Stanford Women*. Compiled by five Stanford women, the guide contains a wide range of information, including where to find other women (administrators, faculty or staff) to consult about academic problems and career plans, health and legal services available on the campus and in the community; resources for on and off campus employment; and "survival" services (e.g., child care, skill training, women's groups, transportation). Institutions wishing to provide a similar guide for their women students can obtain a sample copy by writing Sandra Nolen, Center for Research on Women, address below.

"To provide Stanford students with a better understanding of women-related issues in their academic work" is one of the objectives of Stanford's Center for Research on Women. Established in 1974, the center initiates and supports research related to the changing roles of women and men in society, and encourages the interchange of ideas between persons engaged in such research and with other scholars and policy-makers in business, education and government. Five research teams at the center are currently investigating such topics as women and stress, women and mass media, health care standards for women, and women and math. The center also publishes a magazine called *S/HE*. For further information contact Sandra Nolen, Center for Research on Women, Room 106 Polya Hall, Stanford University, Stanford, CA 94305.

Research on Women in Sport Running Behind Beagles and Rats

"Women have, in the past, been the most blatantly neglected of all the possible subjects of investigation," writes Waneen Wyrick Spirduso, editor of *Bibliography of Research Involving Female Subjects*. "Even rats, monkeys, and beagles have enjoyed more scientific attention than have women," she continues. The bibliography, a project of the National Association of Women and Girls in Sport, is an effort to change this state of affairs by stimulating more research on women in sport.

The 212-page bibliography lists theses and dissertations from 93 colleges and universities which have graduate programs in physical education. Categories include motor learning; sport psychology; physiological aspects of motor performance; sport studies; physical education for the handicapped; health; teaching methods; curriculum and administration; and recreation-leisure. Copies of the bibliography are available for \$5.25 each from Louise Kyle, Coordinator, Publications/Sales, American Alliance for Health, Physical Education and Recreation, 1201 16th St., Washington, DC 20036.

National Women's Studies Association To Be Formed

In January 1977 representatives from women's studies programs and services will convene in San Francisco to form the National Women's Studies Association. Representatives at the founding convention are expected to come from a wide variety of educational settings—women's centers, post-secondary women's studies programs, women's prison projects, centers for research on women, elementary and secondary

schools, women's re-entry programs, and vocational projects for women.

The aim of the proposed organization would be "to provide and encourage non-sexist, non-racist feminist education in traditional and non-traditional areas of education." Proposed activities to implement this goal include:

- a national communications network and a national index of curriculum resources and program information;
- the development and dissemination of strategies for changing traditional curricula, programs and institutional practices;
- support and coordination of women's studies research;
- advocacy for the concerns of the association;
- assistance to members in danger of losing their jobs because of their work in women's studies; and
- assistance in curriculum evaluation of women's studies programs.

Planners for the association and conference have drafted a charter for the group, as well as a plan for regional participation. For further information contact Sybil Weir, Women's Studies, San Jose State University, San Jose, CA 95192.

Regional Women's Studies Groups Organize

Several regional associations of women's studies have been organized recently and are now planning local and regional activities.

The East Coast Regional Women's Studies Association, 2157 Boylan Hall, Brooklyn College, Brooklyn, NY 11210. Formed in December 1975, this association is currently planning a convention.

The Greater Philadelphia Consortium for Women's Studies, 109 Logan Hall/CN, University of Pennsylvania, Philadelphia, PA 19174. Organized in June 1975, the consortium plans weekend workshops for women's studies faculty and a forum series on women's studies.

The Michigan Women's Studies Association, c/o Gladys Beckwith, Michigan State University, East Lansing, MI 48823. Formed in May 1973, this group focuses on the general development of women's studies in schools and colleges in Michigan.

The Northwest Regional Women's Studies Association, c/o Ann Neel, University of Puget Sound, Tacoma, WA 98416. This association, formed in 1975 to support the women's studies program in a local community college, now includes Idaho, Montana, Washington and Oregon.

Up-to-date information on professional activities in women's studies is reported in *Women's Studies Newsletter*, published four times yearly by The Feminist Press. Subscriptions are \$5.00 for individuals, \$10.00 for institutions, available from The Feminist Press, Box 334, Old Westbury, NY 11568.

Women's Organizations Form Information Network

Ten representatives of major sources of information about the women's movement met at the Center for Research on Women at Wellesley College in December 1975 and agreed to form the Women's Information Services Network. The objectives of the network include:

- collecting and disseminating information about agencies providing information services relating to women's issues, and

• promoting and assisting these information services through cooperation and sharing resources and facilities.

The network plans to develop a directory of information services. The groups and agencies participating in the network are: Barnard Women's Center, Catalyst, Federation of Organizations for Professional Women, Women's Action Alliance, Clearinghouse International of the Eleanor Association, Wellesley College Library, The Schlesinger Library, Center for Research on Women, Institute for Study of Women in Transition, U.S. Commission on Civil Rights, University of Northern Iowa, Business and Professional Women's Foundation, Warner-Eddison Associates, and Women's Equity Action League (WEAL). Six other organizations not represented at the meeting will also participate. For further information, contact Jenrose Felmley, Librarian, Business and Professional Women's Foundation, 2012 Massachusetts Avenue, NW, Washington, DC 20036.

Fellowship Hunting Made Easier

The fine art of finding a fellowship is the focus of *Women & Fellowships 1976* by Judith Nies, published by the Educational and Legal Defense Fund of the Women's Equity Action League (WEAL). The who, what, where, when and why are clearly outlined in sections such as "Why Are Women Outside Fellowship Networks? (And What To Do About It)" and "Is There a Fellowship for You?" The 35-page report also includes a bibliography and general sources on fellowships and foundations. Copies are available for \$4.00 (postpaid first class mail) or \$3.50 (postpaid third class mail) from WEAL Educational and Legal Defense Fund, 733 15th St., NW, Suite 200, Washington, DC 20005.

Resource for Women in Theological Education Available

A handbook specifically for women involved in theological education has been published by the Task Force on Women in Theological Education of the National Council of Churches (NCC) Commission on Women in Ministry. *A Resource Guide for Women in Seminary* is designed to supply information for "the recent and rapid entry of large numbers of women into theological education," and includes sections entitled "Questions for Women Studying at Theological Institutions," "A Selected Bibliography" on women and religion, "Religious Feminist Publications," "Ethnic Minority Women: A Beginning Bibliography," and "Feminist Theology." Resources on men's liberation materials and suggestions for school libraries are also included. The 36-page handbook is available for \$1.50 prepaid from the Commission on Women in Ministry, Professional Church Leadership, Division of Education and Ministry, NCC, 475 Riverside Dr., Room 770, New York, NY 10027.

Resources on the Mature Woman Coming into Prime

The Emerging Role of Mature Women, a selected annotated bibliography listing mostly free and inexpensive materials, has filled an apparent void in available bibliographic information on the older woman. The 20-page booklet contains basic background data on employment and continuing education.

The booklet contains references to such papers as "Mature Women—The New Labor Force," "The Middle Years: Neither Too Young nor Too Old," and "Women in Vocational Education."

Single copies cost \$2.00, five or more cost \$1.50 each prepaid, from the Federation Employment and Guidance Service, 215 Park Ave., South, New York, NY 10003.

"Remember the Ladies"

The ladies of the American Revolution have not been forgotten. The first major exhibition examining the role of women in the period 1750-1815 opened last summer in Plymouth, MA and will tour the country until June 29, 1977.

"Remember the Ladies" illustrates the profound changes in women's lives, and focuses on women of all classes and walks of life. Primarily a fine arts exhibit, it also includes silver, needlework, furniture and some manuscripts. The exhibit will tour Atlanta, Washington, Chicago, Austin and New York City.

A fully illustrated and annotated catalogue is available for \$8.50 prepaid from Anita Franks, c/o Pilgrim Society, 75 Court Street, Plymouth, MA 02360. Massachusetts residents should include 5% sales tax.

Bicentennial Women's Center Established

America's "city of brotherly love," Philadelphia, is the site of the Bicentennial Women's Center. The center, sponsored by more than 60 organizations, was formed a few years ago by a group of Philadelphia women dissatisfied with "the exclusion of women from the mainstream of bicentennial activities."

With the aid of the State Bicentennial Commission, as well as donated office space and furnishings, the center provides a variety of programming: slide shows on equal opportunity; education and health care; and luncheon discussion groups focusing on education, health, law, employment, image and culture. The center also features a history exhibit on women using photographs from the Schlesinger Library, Betty Medsger's "Women at Work" exhibit, and Emi Tonooka's "Women in Prison" exhibit. Other plans include women's concert and feminist theatre series, a book store, ethnic women's festivals, an information center, and feminist tours of Philadelphia.

For information and hours of operation contact the Bicentennial Women's Center, 112 S. 16th St., Philadelphia, PA 19102, (215) 564-1560.

Briefs

- Over 200 libraries in the United States and abroad now have parts of the Women's History Library on microfilm. The microfilm contains material on women collected by the former Women's History Research Center, Inc. at Berkeley, CA. For further information contact Barbara Baisley, Box 2, Branford, CT 06405.

- The National Science Foundation Reports that women were 24% of the full time students enrolled in graduate science programs in 1974, a 13% increase over 1973. The number for men enrolled in graduate science programs increased by only 3% during the same period.

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IMPORTANT TITLE IX RESOURCES #2

ARTICLES CONCERNING THE LAW AND SEX DISCRIMINATION AGAINST STUDENTS

The growing concern with sex discrimination in educational institutions has been accompanied by an increasing amount of legal discussion regarding these issues. The following listing of articles should be helpful to those persons who wish to increase their understanding of the legal implications of student sex discrimination in educational institutions, so that they might better comply with the provisions of Title IX of the Education Amendments of 1972.

While this listing is not all inclusive, it contains articles specifically addressing Title IX, as well as those focusing on the constitutionality of different treatment of female and male students in educational institutions. It is limited to articles specifically addressing student sex discrimination: it does not address employment issues. Persons wishing to explore specific student issues in greater depth may also find it helpful to review the extensive legal literature dealing with racial discrimination in educational institutions, since there are some important legal parallels between race and sex discrimination.

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Reprints of specific articles (or copies of the issue in which an article appeared) are generally available from the journal which originally published the article. *An Index to Legal Periodicals*, which can be found in law school libraries (and sometimes in other large libraries) contains the addresses of law journals, as well as additional citations to articles on related topics.

A couple of technical points should be helpful in using this list of articles. First, the number immediately preceding the name of the journal is the volume in which the article appeared and the number immediately following the name of the journal indicates the first page of the article. Also, it is the custom of some law journals not to list an author for short "notes."

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Buek, Alexandra Polyzoides and Orleans, Jeffrey H. "Sex Discrimination—A Bar to a Democratic Education: Overview of Title IX of the Education Amendments of 1972," 6 *Connecticut Law Review* 1 (1973).

Dunkle, Margaret C. and Sandler, Bernice. "Sex Discrimination Against Students: Implications of Title IX of the Education Amendments of 1972," 18 *Inequality in Education* 12 (1974). (This article was revised and updated in light of the final Title IX regulation in November 1975 and reprinted by the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009.)

Erickson, Nancy S. "*Kahn, Ballard, and Wiesenfeld: A New Equal Protection Test in 'Reverse' Sex Discrimination Cases?*," 42 *Brooklyn Law Review* 1 (1975).

Fabri, Candace. "Constitutional Law—Sex Discrimination—The Female High School Athlete," 50 *Chicago-Kent Law Review* 169 (1973).

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Fishel, Andrew. "Organizational Positions on Title IX," 47 *Journal of Higher Education* 93 (1976).

Gallagher, Monica. "Desegregation: The Effect of the Proposed Equal Rights Amendment on Single-Sex Colleges," 18 *Saint Louis University Law Journal* 41 (1973).

Gurren, Jeffrey G. "Constitutional Law—Equal Protection—Sex Discrimination in High School Athletics Unreasonable," 19 *New York Law Forum* 166 (1973).

Hodgson, Beverly J. "Sex, Texts, and the First Amendment," 5 *Journal of Law and Education* 173 (1976).

"Implementing Title IX: The HEW Regulations," 124 *University of Pennsylvania Law Review* 806 (1976).

Martinez, Suzanne. "Sexism in Public Education: Litigation Issues," 18 *Inequality in Education* 5 (1975).

Neiman, Tanya. "Teaching Women Her Place: The Role of Public Education in the Development of Sex Roles," 24 *The Hastings Law Journal* 1191 (1973).

Perle, Linda E. and Browning, R. Stephen. "Student Classifications and Equal Protection: Marriage and Sex," 3 *Journal of Law and Education* 93 (1974).

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- "Sex Discrimination and Intercollegiate Athletics," 61 *Iowa Law Review* 420 (1975).
- "Sex Discrimination in High School Athletics," 57 *Minnesota Law Review* 339 (1972).
- "Sex Discrimination—The Enforcement Provisions for Title IX of the Education Amendments of 1972 Can Be Strengthened to Make the Title IX Regulations More Effective," 49 *Temple Law Quarterly* 207 (1975).
- "Sex Restricted Scholarships and the Charitable Trust," 59 *Iowa Law Review* 1000 (1974).
- Shelton, Dinah L. and Berndt, Dorothy. "Sex Discrimination in Vocational Education: Title IX and Other Remedies," 62 *California Law Review* 1121 (1974).
- Stroud, Kenneth M. "Sex Discrimination in High School Athletics," 6 *Indiana Law Review* 661 (1973).
- Temko, Joan. "Women in Post-Graduate Education," 1 *Women's Rights Law Reporter* 10 (1973).
- Todd, James C. "Title IX of the Education Amendments: Preventing Sex Discrimination in Public Schools," 53 *Texas Law Review* 103 (1974).
- Weckstein, Paul. "Judicial Standards for Determining Sex Discrimination," 18 *Inequality in Education* 58 (1974).
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project on the status
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AFFIRMATIVE ACTION AND PREFERENCE*

The term "affirmative action" is used by many persons to describe a wide variety of different activities. To some, for example, "affirmative action" encompasses all of the federal efforts to achieve equal opportunity; to others the term merely refers to the numerical goals required for federal contractors. Furthermore, the term connotes different things to different people: some believe that affirmative action *requires* preference; others believe that it *prohibits* preference. As a result of the different definitions of affirmative action, the arguments both for and against affirmative action are often unclear.

This paper is aimed at clarifying the meaning of the term "affirmative action", particularly as it relates to the issue of preference in employment.

In its most general sense, the term "affirmative action" refers to the concept that discrimination can be eliminated when employers take positive steps to identify and change policies, practices and any other institutional barriers that cause or perpetuate inequality. (In contrast, nondiscrimination means merely that discriminatory actions end.)

"Affirmative action" also refers to the detailed requirements of Executive Order 11246, which mandates that federal contractors undertake specific steps, including the development of numerical hiring goals, to ensure that there is no discrimination with regard to employees and applicants for employment. It involves the systematic identification of sources of discrimination, and the development of specific procedures to overcome discrimination and for monitoring the affirmative action program.

All of the anti-discrimination statutes require nondiscrimination (i.e., new hires must be made without discrimination and all discriminatory practices affecting employees must cease).¹ Generally, however, the federal provisions prohibiting discrimination do not require employers to remedy the effects of past discrimination *unless* discrimination is found. Only Executive Order 11246 requires that employers take specific steps to ensure nondiscrimination and to remedy the effects of past discrimination prior to (or without) a finding of discrimination.

Affirmative action is distinguished from *remedial action* (that is, action required by a court or federal or state agency after a finding of discrimination has been made). Typically affirmative action is aimed at eliminating *prospective* discrimination, including eliminating the effects of past discriminatory practices which still impact negatively on women and minorities. In contrast, remedial action (which may also include affirmative action) usually involves some method of "making the victim whole" (i.e., restoring the person to the place he or she would have been had the proven discrimination not occurred).

When is Affirmative Action Required?

Employers may become involved with affirmative action in any of the following ways:

- An employer may *voluntarily* develop an affirmative action plan.

- An employer *voluntarily accepting a federal contract* must develop an affirmative action plan, including numerical goals, as a condition of doing business with the government.
- An employer may undertake affirmative action *as part of a conciliation agreement* with a federal or state enforcement agency, or *as part of a private settlement* of a suit or charge.
- *Courts may impose affirmative action requirements*, including numerical goals, *as a remedy for discrimination* when conciliation or attempts at out-of-court settlements fail. (Courts may also impose these requirements as a remedy in suits charging a violation of constitutional rights.)

Affirmative Activities

Affirmative action under Executive Order 11246 may include a variety of activities, such as:

- Conducting a self evaluation of policies and practices to identify both deliberate and inadvertent discrimination.²
- Developing a written plan to end discrimination and its effects, including new and revised policies concerning various aspects of employment.
- Notifying employees concerning the nondiscriminatory policies.
- Disseminating the nondiscriminatory policy to the community at large, as well as to potential applicants and employees. (Advertisements and recruiting materials might include a statement such as "Equal opportunity employer, male/female" or "Women and minorities, as well as other qualified applicants, are welcome to apply.")
- Advertising all positions. (Many positions in the past have been filled through the "buddy system" or "old boys' club," with the result that women and minorities have not even had the opportunity to apply for jobs which they were able to perform.)
- Eliminating bias in job advertising. (For example, when affirmative action programs began, many newspapers published only sex-segregated want ads. Since then, however, almost all newspapers have ended this practice, in large part because of the affirmative action and nondiscrimination requirements of the various federal laws and regulations.)
- Actively recruiting women and minorities. (For example, affirmative action encourages employers to seek prospective employees by contacting relevant women's groups, and advertising where women are likely to see the ads, such as in women's newsletters and magazines.)
- Developing job criteria that are specifically related to the particular job.

* Portions of this paper appeared earlier in testimony given by Bernice Sandler before the U.S. House of Representatives Special Subcommittee on Education in 1974, and before the Department of Labor and the U.S. Commission on Civil Rights in 1975.

- Hiring and promoting strictly on the basis of merit.
- Monitoring employment activities to assess progress and identify problem areas.
- Developing numerical goals and timetables.

Goals and Quotas

The policies of affirmative action and numerical goals are based on concepts and precedents which derive from statutes, legislative histories, judicial decisions, the principle of equity, and the Constitution.³ Of all the areas involved in affirmative action, the distinction between numerical goals and numerical quotas has been perhaps the most often confused. As a result, goals and quotas have been the subject of much debate and controversy.

The terms "goals" and "quotas" are often erroneously used interchangeably. However, the government and the courts have made a clear distinction between the two concepts: goals are legal, while quotas clearly violate both the Constitution and various federal statutes except in the very limited instances described later in this paper. Quota systems keep people out; goals are *targets* to help assure that people previously excluded are included. *Goals are an attempt to 'estimate what the employer's work force would look like if there had been no illegal discrimination.* Goals are aligned with the number or percentage of *qualified* women and minorities available, *not* in terms of their general representation in the population.

Under Executive Order 11246, employers do their *own* work force analyses to determine if there is underutilization of women and/or minorities. For example, women receive about 23% of the doctorates awarded in psychology, and research indicates that 91% of women with doctorates work. Furthermore, approximately 23% of the psychologists listed with the National Register of Scientific and Technological Personnel are female. Thus, if there were no women or substantially less than 23% women in a university's department of psychology, "underutilization" would presumably exist. Such a presumption, based on statistical analysis, has been upheld in the courts. Indeed, statistics such as these can be used as *prima facie* evidence of discrimination during litigation. "Statistics often tell much, and the courts listen. . ."⁴

When underutilization or other statistical evidence suggest a pattern of discrimination, the burden of proof shifts to the employer. It is then up to the employers to demonstrate that they are not discriminating, e.g., their hiring criteria are job-related, their employment practices do not have a discriminatory effect on women, etc.

Goals are not automatically required of every employer holding federal contracts. *Employers which can demonstrate an absence of underutilization of women do not have to develop goals.* While some employers have been able to show that there is no underutilization of women in a particular department, the problem of employment discrimination has been so widespread and over so long a period of time, that few, if any, employers covered by the Executive Order have been able to show that the percentage of women in most departments was what could be reasonably expected in light of the number of qualified women.

Given the fact that there has been discrimination in the past, and that as a result of that discrimination, the number and percentage of women employed in particular jobs are often substantially below what would be expected in terms of available qualified women, affirmative efforts to recruit women and to eliminate discriminatory policies and practices should result in an increased number of women over a period of time. *The goal is simply the estimate of that increase.* It is tailored to a specific situation, in terms of anticipated employee turnover rate, new vacancies, promotion and upgrading, and the availability of qualified women. Specific goals vary for different job classifications and employers. They can be quite general (such as one for "psychologists") or very specific (such as one for "clinical psychologists").

The development of numerical hiring goals is a strategy to

end the continued effect of general discrimination in the present and to give relief to a specific class that employers have discriminated against in the past. Goals have been upheld in the courts as relief for a substantiated pattern of discrimination.⁵ The aim of goals is *not* punitive and employers are *not* required to fire anyone.

Civil rights legislation and court decisions are intimately related to the concept of *equity*: "setting things right." This is the guiding principle that underlies numerical goals. The U.S. Supreme Court has stated that a court:

may order such affirmative relief as may be appropriate. [it] has not merely the power, but the *duty* to render a decree which so far as possible [will] eliminate the discriminatory effects of the past as well as bar like discrimination in the future. [*Louisiana v. United States*, 380 U.S. 145 (1965). Emphasis added.]

Court decisions that were previously applicable to discrimination in nonacademic settings now extend to the educational world. Although most of these decisions have occurred in cases involving race, the principles essentially extend to other minority groups, including women.

Do Goals Require Preference?

Some people erroneously believe that goals require preferential treatment. Indeed, preference is clearly illegal under the Executive Order, Title VII of the Civil Rights Act, Title IX of the Education Amendments of 1972, and other laws prohibiting discrimination. No institution is required to give preference to women or minorities; the goal of anti discrimination statutes is to *end preference*, especially preference for white males. Furthermore, the courts have indicated that both numerical goals and affirmative action in employment are legal and do not constitute preference *when undertaken to remedy past discriminatory practices.*

The Executive Order (as well as other laws prohibiting discrimination) requires that employers recruit, hire and promote fairly. If employers fail to meet the goals they developed under the Executive Order, they must then show that they have made good faith efforts to recruit qualified women and minorities and be able to produce records documenting those efforts. For example, employers may show that they have contacted women's groups, advertised openings in a fair manner, contacted individual women for referral of candidates, and included in letters to colleagues and in job advertisements statements such as "women are welcome to apply." Additionally, employers should be able to demonstrate that their current women and minority employees who might qualify for the opening were considered, that the job criteria were relevant to the job, and that hiring was done on the basis of merit.

The obligation to meet the goal is not absolute. Employers may hire a white male if he is the *most* qualified applicant and if the employer can document the affirmative action effort. What the employer must be able to demonstrate is three-fold:

- A genuine good faith effort to recruit women and minorities.
- Specification of job-related objective criteria *before* the hiring process. (Although the criteria for professional jobs are difficult to assess, they are subject to the same requirements as other jobs.)
- Equal application of criteria. (Whatever standards or criteria are set for white men must be applied equally to women and minorities, i.e., the merit system must prevail.)

Court-Imposed Limited Preference as a Remedy for Past Discrimination

One of the major reasons for the confusion about goals and quotas is that, in some instances, courts have imposed a limited type of preference—more stringent numerical goals

than those required by employers under the Executive Order.⁶ If a court finds discrimination, it has the power to order stringent goals which require the employer to hire a specified number of women and/or minorities for a limited period of time, such as the coming year.⁷ (Note: court-ordered goals have occurred *only* in public employment and in industrial settings, *not in academe*.⁸) The difference between court-ordered goals and those required by the Executive Order are critical:

- Under the Executive Order, the employer sets its *own* goals, after conducting its *own* self-analysis to determine if underutilization exists. *In a court situation, the court assesses whether discrimination exists, and the court determines the goal.*
- Under the Executive Order, the employer sets goals without a finding or admission of discrimination. *In a court situation, goals are not set unless there is a finding of discrimination.*
- The Executive Order only covers contractors, who *voluntarily* agree to develop numerical goals as a condition of doing business with the government. *In contrast, the laws under which courts may order limited preference goals when there is a violation, apply to virtually all employers.*⁹
- Under the Executive Order, the best qualified person may be hired. *Only in a court situation can a less qualified person be given preference in hiring or promotion.*

Limited preference has been allowed in our courts *only after a finding of discrimination and for a limited time only*. In contrast, the affirmative action requirements that employers *voluntarily* assume when they accept a federal contract neither *allow nor compel* employers to give preference to less qualified persons on the basis of race, color, national origin, religion or sex. In the few cases where the courts have overturned goals it has been because the "goal" was used as an absolute quota and without a finding of discrimination, or because there was no provision to insure that qualified persons were hired.¹⁰

Most often, court-ordered goals have involved small numbers of positions and for a relatively short time period, such as one year. These cases are but a small proportion of the total number of cases resulting in a finding of discrimination. Courts have generally been reluctant to impose limited preference goals when other remedies to end discrimination were likely to succeed. Additionally, no court has ever imposed this remedy solely on the basis of statistical data; stringent evidence of discrimination has been necessary.

Currently, the term "affirmative action" is a catch-all description for a variety of different actions, so that arguments about affirmative action often resemble the conversation of the several blind men describing the elephant on the basis of the single part each had touched. Both supporters and opponents of affirmative action would do well to specify just what they are referring to when they discuss the merits or faults of affirmative action.

FOOTNOTES

1. Title VII of the Civil Rights Act of 1964, as amended, prohibits employment discrimination on the basis of race, color, religion, national origin and sex, by institutions with 15 or more employees, whether or not the institution receives any federal funds. Title IX of the Education Amendments of 1972 prohibits sex discrimination against employees and students in institutions receiving federal assistance.

2. Employer self evaluations typically cover, at a minimum, the following: recruiting, applications, hiring, salaries, promotions, sick leave, maternity leave, pensions, other fringe benefits, seniority, termination and layoffs, as well as other conditions of employment.

3. For a discussion of the legal precedents of affirmative action, see *Statement of Affirmative Action for Equal Employment Opportunities*, United States Commission on Civil Rights, Washington, D.C. 1973.

4. *State of Alabama v. United States*, 304 F. 2d 583 (5th Cir. 1962), *aff'd mem.*, 371 U.S. 37 (1962). See also: *Jones v. Lee Way Motor Freight, Inc.*, 431 F. 2d 245 (10th Cir. 1970), *cert. denied*, 401 U.S. 423 (1971), *rehearing denied*, 401 U.S. 1014 (1971); *Carter v. Gallagher*, 452 F. 2d 315 (8th Cir. 1971), *cert. denied*, 406 U.S. 950 (1972); *Parham v. Southwestern Bell Telephone Co.*, 433 F. 2d 421 (8th Cir. 1970).

5. Eight circuit courts have agreed that in addition to powers expressly granted under Title VII of the Civil Rights Act, courts have broad equitable power to establish goals for the purpose of remedying the effects of past discriminatory conduct. See, for example: *Associated Gen. Contractors of Mass. Inc. v. Altshuler*, 361 F. Supp. 1293 (D. Mass.), *aff'd*, 490 F. 2d 9 (1st Cir. 1973), *cert. denied* 416 U.S. 957 (1974); *United States v. Wood, Wire and Metal Lathers International Union, Local 46*, 471 F. 2d 408 (2d Cir. 1973), *cert. denied* 412 U.S. 939 (1973); *Commonwealth of Pennsylvania v. O'Neill*, 473 F. 2d 1029 (3d Cir. 1973) (*en banc*); *Contractors Assn. of Eastern Pa. v. Secretary of Labor*, 442 F.2d 159 (3d Cir. 1971), *cert. denied*, 404 U.S. 854 (1971); *Morrow v. Crisler*, 491 F.2d 1053 (5th Cir. 1974); *Local 53*

Asbestos Workers v. Vogler, 407 F.2d 1047 (5th Cir. 1969); *United States v. Local 212 IBEW*, 472 F.2d 634 (6th Cir. 1973); *United States v. IBEW Local 38*, 428 F.2d 144 (6th Cir. 1970), *cert. denied* 400 U.S. 943 (1970); *United States v. Carpenters Local 169*, 457 F.2d 210 (7th Cir. 1972), *cert. denied* 409 U.S. 851 (1972); *United States v. N.L. Industries, Inc.*, 479 F.2d 354 (8th Cir. 1973); *United States v. Ironworkers Local 86*, 443 F.2d 544 (9th Cir. 1971), *cert. denied* 404 U.S. 984 (1971). The Supreme Court has recognized that "mathematical ratios," although forbidden if specified as a permanent or "inflexible requirement," may serve as a "useful starting point in shaping a remedy to correct past constitution violations," *Swann v. Charlotte-Mecklenburg Board of Education*, 402 U.S. 1, 25 (1971).

6. Limited preference may also occur in private settlements of suits and in conciliation agreements.

7. Occasionally court-ordered goals specify a ratio or percentage of women and/or minorities to be hired for a certain number of job openings (rather than for a certain time period). For example, the order might require the "x" percent of the next 50 openings be filled by women, whenever these openings occur.

8. Most of the industrial cases under Title VII involve goals for union membership or issuance of a union work permit, rather than for hiring or promotion. Additionally, the majority involve blue collar workers and race or national origin discrimination.

9. Title VII of the Civil Rights Act of 1964, as amended; the Civil Rights Act of 1866 (now 42, U.S.C. § 1981) and the Civil Rights Act of 1871 (now 42 U.S.C. § 1983).

10. See, e.g., the 3rd Circuit's overturning part of an order by a lower court involving the goals for the hiring of policemen (*Commonwealth of Pennsylvania v. O'Neill*, 348 F. Supp. 1084 *vacated in part*, (3d Cir. 1972): "This order does not, certainly on its face, limit the pool from which applicants are to be chosen to those necessarily qualified to be policemen."

Burling Lowrey

Those 'Emerging Women' as Undergraduates

The role and status of women in our society, a subject which seems to be approaching the dimensions of a national obsession, has been analyzed from every conceivable angle; but one significant area seems to have been overlooked—the phenomenon of the mother and wife who decides to resume her formal education in college after 15 or 20 years devoted to raising a family and keeping a home. When this trend began in earnest about 10 years ago it was ignored as just another fad to help fill the empty days of suburban housewives. But now that these adult females constitute a relatively large constituency on our college campuses, they have to be reckoned with. There will be more of them and they are going to make an impact on not only what is taught in our colleges but how it is taught. Right now many of our colleges are performing a balancing act between the demands of liberal arts education and those of jobs and careers. These older students may be the factor which tips the scales in one of the two directions.

Having taught undergraduates all of my adult life, I have run the gamut of generational campus "moods" (most of which, I suspect, were fabricated by a few pop sociologists on the staffs of our national, newsmagazines with nothing better to write about during the summer doldrums). What we have today on our campuses, especially those of the community colleges, is a mix similar to that of the post-World War II years in which returning veterans were thrown in with wet-behind-the-ears teenagers fresh out of high school. The returning women are providing a similar infusion of adult values. What is different is the motivation: The veterans simply took

advantage of a generous law, the G.I. Bill, whereas the women are being pressured, consciously or unconsciously, by a maze of social forces—changing attitudes towards sex roles, marital relations, child-bearing, male-female parity in the job market, and others of less significance.

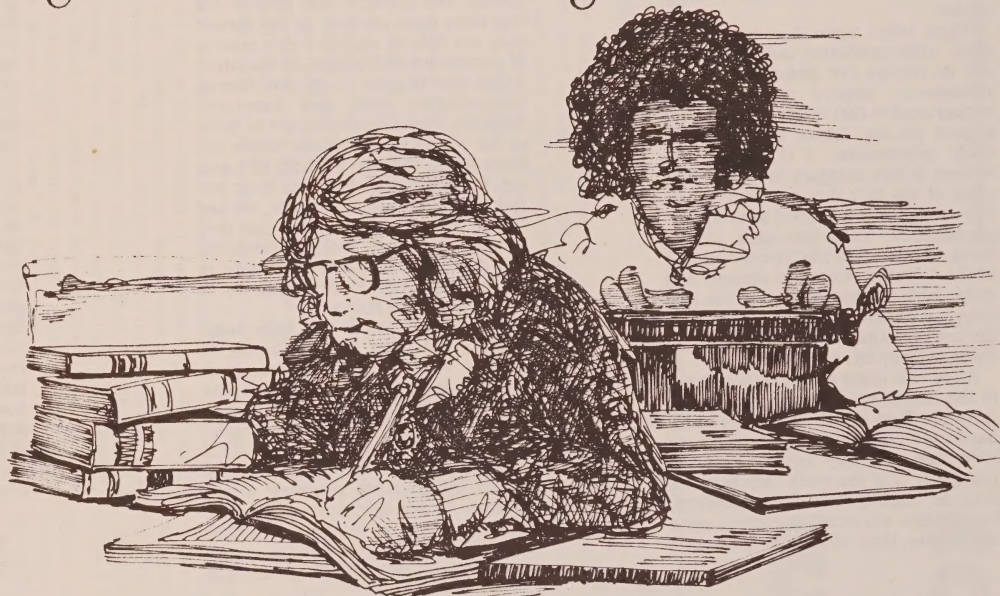
Over the past few years I have taught many of these women and have conversed at length with scores of them in my campus office, at social events, and on European holidays. The characteristic which they seem to have in common is intensity, and I don't mean this in a neurotic sense. Rather it seems to be

grounded in a relentless drive to "make it" academically and ultimately to prove something to themselves.

It is dangerous, of course, to generalize about motivations, but there are certain common experiences in the background of these "emerging women," as one of my colleagues has characterized them, that may explain their strong emotional involvement in merely driving to a campus every day, attending class (mostly on a part-time basis), and doing what is required to earn credits and possibly a degree. They range in age from about 30 to 45. A very large percentage of them have,

for the past 15 or 20 years, been engaged in what they consider the socially useful but mindless routine of being homemakers. They are very conscious of the mental stagnation that has set in over the years.

One hears rather cruel stories of their having been put down and patronized intellectually by their own children. In the past mothers with minds would simply have swallowed such insults. Now they respond by rushing off to college with the unarticulated cry, "I'll show my kids that I'm not just a dumb housewife!" Similar sensitivities are aroused by social con-



By Sand Toler for The Washington Post

tact with their husbands' business or professional friends, especially, as is often the case, if they flaunt advanced academic degrees. Others turn to the academic routine out of a sense of boredom, to escape the suburban trap and the likelihood of becoming a living cliché.

When asked about it, most of these adult undergraduates insist that they are in college for strictly pragmatic reasons—to acquire the necessary background so that they can qualify for a good job and hence become financially independent. I think that the women in this category are very conscious of the fact that marriage is rapidly losing its guaranteed security and permanence. They also look around them and see such traditional cushions of the divorced woman as alimony and child support becoming increasingly risky propositions and are preparing themselves against the prospect of being literally left out in the cold.

All of this lends a kind of poignance to the classroom performance of these students. They are the most incredibly hard-working group of people I have ever seen and they agonize over the possibility that the work they turn out may be slightly less than excellent. Some place unrealistic demands upon themselves, thus turning perfectionism

into aberration; but I never heard of a professor who complained about a student being a nutty perfectionist.

As a group, these women tend to do better in the humanities and social sciences than in foreign languages, mathematics, and science. The reasons for this seem quite obvious: In the former they are able to exploit a rich reserve of experience and insight. In the latter, which tend to place a high premium on memorization, drill, and structured thinking, they sometimes have to defer to the young people whose minds are more suited to these methods of learning. In English, the hiatus in their formal education seems to have worked greatly to their advantage in that they missed a decade of anti-intellectualism and declining standards of literacy in our high schools. Their sensitivity to the printed word shows it.

Fortunately, there has been some comic relief from the seriousness of purpose which I have just described, and this is understandable when one considers the incongruity of a situation in which a group of adults find themselves living in the midst of what amounts to a youth ghetto. Material for one of those satiric academic novels abounds. In one instance, a mother of three, apparently without realizing what she was doing, took on the regressive behavior patterns of the campus

kids. After being in the habit for a number of years of sitting in chairs, she suddenly became addicted to positioning herself on floors yoga-fashion and affecting the expressionless "cool" mask that predictably goes along with it. And it's hard to forget the Helen Hokinson matron who stormed out of a classroom after being told to remove her hat. The blistering letters she fired off to the campus deans, as a result of this contretemps, are certainly imperishable additions to the annals of rich, beautiful prose.

Perhaps these comic interludes are symptoms of a movement in transition. Mature women of all stripes will continue to attend college in larger numbers. Eventually the dust of the current revolution in marital and family relations will settle and along with this the guilt and the intensity will disappear. Intellectual activity will then become more relaxing and pleasurable. It is conceivable that the normal campus population of the future will be composed of a mixture of youth and age minus the incest barrier and the neuroses of the nuclear family. And, that considering our current uncertainties, is a pleasant prospect indeed.

The writer is a professor of English at Montgomery College in Rockville.

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THE PROJECT ON THE STATUS AND EDUCATION OF WOMEN of the Association of American Colleges provides a clearinghouse of information concerning women in education, and works with institutions, government agencies and other associations and programs affecting women in higher education. The project is funded by Carnegie Corporation of New York. The opinions expressed in this article are not necessarily those of AAC or Carnegie Corporation of New York.

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on campus with women

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OUR PROJECT BEGINS SIXTH YEAR

The Project on the Status and Education of Women, sponsored by the Association of American Colleges (AAC), began its sixth year in September with a \$350,000 grant from Carnegie Corporation of New York. The grant enables the project to continue to serve as a major resource on women's issues in higher education.

Since its inception in September 1971 the project has prepared and disseminated over fifty papers to thousands of key persons across the country—faculty, administrators and students in colleges and universities; personnel in federal and state agencies; and others involved in higher education and women's rights. The project also functions as a liaison between academe and women's groups and federal policy makers.

In announcing the grant, Dr. Frederic W. Ness, president of AAC, said "The association is very proud of the success of the project and we are pleased to see it continue. It fulfills a vital function in American education by providing assistance not available elsewhere."

According to Bernice Sandler, director of the project, Carnegie's grant will fund the partial operation of the project during the next three years. Additional funds are being sought for full funding. She noted that Title IX, which prohibits sex discrimination in educational institutions, affects virtually every college and University. "We will see a sharp increase in Title IX activities," she stated, "as institutions develop new policies and programs to implement educational equity. As a result, demands on the project will increase." In the past five years, the project has been funded by the Danforth Foundation, the Exxon Education Foundation and Carnegie Corporation of New York.

TITLE IX BULLETIN

Attorney General Confirms HEW Coverage of Federal Student Assistance

Supporting an earlier interpretation made by the U.S. Department of Health, Education and Welfare, Attorney General Edward H. Levi has affirmed that Title IX applies to institutions which receive student assistance funds through Basic Educational Opportunity Grant, Guaranteed Student Loan or Veterans' Education Assistance Act programs.

At the request of HEW Secretary David Mathews, Levi asked the Justice Department's Civil Rights Division and Office of Legal Counsel to examine the issue of Title IX coverage of institutions benefitting from student aid programs. Both offices agreed with the original HEW interpretation, and in a letter to Mathews, Levi wrote:

An institution which receives no other federal financial assistance but which has students benefitting from one or more of the foregoing programs [see above] is subject to Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. [Title VI prohibits discrimination based on race, color and national origin; Title IX prohibits discrimination based on sex.]

The earlier HEW interpretation resulted from an inquiry from HILLSDALE COLLEGE (MI) which benefits from federal monies under student aid programs, but receives no direct federal aid. Levi's interpretation is in agreement with an earlier court decision (*Bob Jones University v. Johnson* 396 F. Supp. 597 [D.S.C. 1974] *affirm. sub nom. Bob Jones University v. Roubush*, F. Supp. [D.S.C. 1974], *affirmed* [4th Cir. 1975]) involving Title VI and veterans' education benefits. [Note: See section 86.2(g) of the Title IX regulation regarding definition of federal financial assistance.]

OCR Explains Maternity Benefits Under Title IX

Institutions which have a deductible amount for maternity coverage but not for other kinds of temporary disability in health insurance plans may be in violation of Title IX, according to Roy McKinney of HEW's Office for Civil Rights. In a letter to a member of California's National Organization for Women, McKinney explained:

For a covered institution [those receiving federal financial assistance] to offer employees a health insurance policy that imposes a \$50.00 deductible for pregnancy benefits but imposes no such deductible for other temporary disabilities would be a violation of the Title IX regulation . . . Similarly, if a covered institution were to offer such a health insurance policy to its students, it would be in violation [of the Title IX regulation].

[Note: The Title IX regulation requires covered institutions to treat pregnancy and pregnancy-related illness or disability like any other temporary disability or illness for all job-related purposes, including fringe benefits offered to employees. See section 86.57(c) of the regulation. The regulation also requires the same treatment of pregnancy and pregnancy-related illness or disability with respect to health plans or services offered to students. See section 86.40(b) (4) of the regulation.]

Male Honor Society Must Admit Women Members

The all-male Seminole Indian Iron Arrow Honor Society at the UNIVERSITY OF FLORIDA will have to admit women as members or forfeit the assistance it receives from the

university, according to a ruling from HEW's Region IV Office for Civil Rights. The society uses school facilities and receives secretarial support from the university, and OCR defines such aid as "significant assistance." [Note: The Title IX regulation forbids institutions from aiding or perpetuating discrimination by providing "significant assistance" to organizations, agencies or individuals which discriminate on the basis of sex. See section 86.31(b) (7) of the regulation.]

OCR Sets Up Central Source of Title IX Rulings

In July 1976 HEW's Office for Civil Rights (OCR) initiated a system designed to route all issuances on Title IX to one central office. OCR Director Martin Gerry designated the Office of Special Assistant to the Director for Public Affairs (OCR) as the center for the collection of the following kinds of documents regarding Title IX: letters of findings resulting from compliance review or complaint investigation, letters of acceptance of compliance plans or complaint remedies, and correspondence interpreting Title IX for a citizen, a recipient, a complainant, a member of Congress, an organization or group.

Gerry also asked HEW's Office of General Counsel, each OCR education division, and all of its regional branches to send such issuances to this office. The move is expected to ensure consistent policy interpretations.

Colleges, Universities Must Assure HEW of Title IX Compliance

In July HEW sent an "Assurance of Compliance with Title IX of the Education Amendments of 1972" to presidents of colleges and universities, school superintendents and chief state school officers. Educational institutions and agencies applying for federal aid are required to complete the assurance (HEW Form 639) and return it to HEW before September 30, 1976.

By completing the form, the institution assures HEW that it has

- complied with Title IX and its regulation;
- adopted a grievance procedure and designated a title IX coordinator;

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- notified employees and students of the grievance procedures and the name and address of the Title IX coordinator;
- conducted a self-evaluation and eliminated all discriminatory practices found in the self-evaluation or initiated remedial steps to eliminate the effects of discriminatory practices.

The form also outlines the conditions applicable for a religious exemption. [Note: Title IX exempts institutions controlled by a religious organization to the extent that the application of the anti-discrimination provisions is not consistent with the religious tenets of the organization. See section 86.12 of the Title IX regulation.]

Institutions do not have to complete an assurance form each time they apply for federal funds, but they will be required to submit a form each year. In addition, should any information contained in the form become inaccurate, institutions must submit a revised form within 30 days.

Persons interested in obtaining a copy of their institution's assurance form should contact their Title IX coordinator, their regional Office for Civil Rights or the national Office for Civil Rights. For further information about the form, contact Jean Kresy, Acting Higher Education Director, Office for Civil Rights, Department of Health, Education and Welfare, Washington, DC 20202.

OE Supplies Educators with Title IX Compliance Kit

Presidents of colleges and universities, superintendents of school districts and systems, commissioners of education, and heads of state departments of education are among the thousands of persons in the education community who have received a nine item package, *Complying with Title IX: A Resource Kit*, from the U.S. Office of Education (OE). The kit, prepared by the Resource Center for Sex Roles in Education under contract to OE, consists of the following items:

- *Equal Opportunity—A Fundamental American Right* (a brief pamphlet which establishes the context for understanding Title IX)
- *Why Title IX* (a short booklet which reviews data documenting the existence of sex discrimination in education)
- *Title IX of the Education Amendments of 1972: A Summary of the Implementing Regulation*
- *Identifying Discrimination: A Review of Federal Anti-discrimination Laws and Selected Case Examples*
- *Complying with Title IX: Implementing Institutional Self-Evaluation* (a manual for conducting the required self-evaluation)
- *Title IX: Selected Resources* (a list of available materials on Title IX compliance)
- *Equal Educational Opportunity and Equal Employment* (two posters which outline the rights of students and employees to equal opportunity without regard to sex or race).

Although copies of the kit are no longer available, the Office of Education hopes to reprint the kit for sale through the Government Printing Office. Persons who wish to review or have access to the kit may want to contact their state departments of education, educational institution or school system, congressional representative, or the Office of Education, Department of Health, Education and Welfare, Washington, DC 20201.

Colleges Move to Implement Title IX

Results from a survey show that a number of college presidents have taken positive initial steps in complying with Title IX requirements. The survey, conducted last spring by the Resource Center on Sex Roles in Education, was sent to a stratified sample of 300 college presidents and 500 school superintendents. Seventy-six percent of the presidential sample responded. A preliminary analysis of their responses showed the following:

- 45% considered themselves thoroughly aware of the requirements of the Title IX regulation, 52% stated that they were "somewhat aware," and 3% indicated no awareness.
- 86% reported that a Title IX coordinator had been designated, but only 37% said that job descriptions had been developed for the coordinator.
- 65% stated that students had been notified that a Title IX coordinator had been appointed, and 70% stated that employees had been notified.
- 72% had designated someone to be responsible for conducting the institutional self-evaluation.

The survey responses also revealed that more presidents than school superintendents indicated difficulty in developing grievance procedures and training staff in implementation of these required procedures. A final report of the survey is scheduled for publication in fall 1976. For further information, contact the Resource Center on Sex Roles in Education, 1201 16th St., NW, Washington, DC 20036.

Women Press for Making Self-Evaluations Public

Women's organizations are pressing colleges, universities and other educational institutions to make the results of Title IX institutional self-evaluations available to the public. Although the Title IX regulation does not require institutions to do so, women's groups reason that public knowledge of the extent of sex discrimination in a particular institution can be helpful in developing public support for the policy changes necessary to end sex discrimination. Carol Parr of the Women's Equity Action League (WEAL) explained, "When parents learn that their daughters start school or college facing numerous barriers based on sex bias, they are more likely to insist that the school comply fully and quickly with Title IX." WEAL and other women's groups also urge parents and concerned citizens to obtain and read current summaries, guidelines and other material on Title IX compliance so that they will know what institutions are required to do.

AFFIRMATIVE ACTION

Women Faculty Not Making Progress, Says AAUP

"Little sign of progress can be found" regarding the equalization of the status of men and women faculty members, reports the American Association of University Professors (AAUP) in *Nearly Keeping Up: Report on the Economic Status of the Profession, 1975-76*. Data from the report show that women have actually lost ground in the profession. For example:

- The percentage of women faculty members decreased from 22.5% in 1974-75 to 21.7% in 1975-76.

- There was no increase in the representation of women in the entrance ranks of faculties: the percentage, 32.8%, was the same as the year before.

- In 1974-75 34% of women were professors or associate professors; in 1975-76 the proportion of women in the higher ranks was slightly less.

- In 1974-75 women received an average compensation which was 4.5% lower than that received by men of the same rank; in 1975-76 women received an average compensation which was even lower—5.2% less than that of men of the same rank.

The report was published in the summer 1976 issue of the *AAUP Bulletin*. Reprints are available at \$2.50 each from AAUP, One Dupont Circle, Washington, DC 20036.

Where are the Women Scientists? Unemployed

"The unemployment rates for women in science... continue to be two to five times higher than for men in the same field with comparable training and experience," reports Betty Vetter of the Scientific Manpower Commission in her essay, "Women in the Natural Sciences." Vetter reports that 20% of women (but only 14% of men) receiving doctorates in the sciences in 1973 were still seeking employment at the time of the Ph.D. award. She states further that, while the number of unemployed women scientists is small when compared to the numbers of unemployed women professionals in all fields combined, this percentage "should be viewed in the context of continuing, loud protests by potential employers in industry and higher education that 'qualified women scientists' cannot be found." Vetter points out the following patterns in the careers of women scientists:

- Women scientists have more difficulty finding employment than men similarly educated, and women find it more difficult to advance once they are hired.

- Women scientists have been less likely than men to obtain jobs in prestigious colleges and private industry. Similarly, they do not advance as fast as men to managerial jobs or high academic rank.

Vetter concludes that "the status of women in science is about what it was five years ago, before 'affirmative action' was mandated.... The goal of equal opportunity and equal regard for women lies somewhere down the distant path into the future."

Vetter's essay appeared in the journal *Signs*, Vol. 1, No. 3, Part 1, Spring 1976. Single copies of this issue of *Signs* are available for \$4.60 for institutions, \$3.60 for individuals from The University of Chicago Press, 5801 Ellis Avenue, Chicago, IL 60637.

Two other publications also examine the problems of women in science careers.

Women in Science and Technology: U.S./USSR Comparisons, by Gerhard F. Schilling and Kathleen Hunt, assesses the role and utilization of women in scientific and technological fields. The authors state that "the participation of women in all sectors of... the USSR economy is considerably greater than in the United States.... The United States appears to be only slowly catching up." The report gives demographic and employment/education data, discusses women in faculty positions, as well as in the nations' economy and political structures, and ends with some conclusions and projections about the future status of women in both nations. The 67-page report includes six pages of bibliography and 28 charts. Copies are available for \$5.00 each prepaid from The Rand

Corporation, Publications Department, 1700 Main St., Santa Monica, CA 90406.

Research Issues in the Employment of Women contains five papers presented at a 1974 workshop sponsored by the Commission on Human Resources (National Research Council) and the Assembly of Behavioral and Social Sciences. The papers, which focus on the demographic, sociological and psychological aspects of employment and underemployment of women in the natural sciences and engineering, include "Women in Science and Engineering: A Research Review" by Cora Bagley Marrett; "Some Social Factors in Career Choice" by Ellen Page Robin; "Personality Characteristics and Sex in Science" by Ravenna Helson, "Sex-Based Professional Socialization Among Graduate Students in Science" by Carolyn Perrucci, and "Male Values and Female Professionals: Women in Science and Engineering" by Deborah David. Single copies of the proceedings are available free upon request from the Commission on Human Resources, National Research Council, 2101 Constitution Ave., NW, Washington, DC 20418.

EEOCC Calls for Equal Pension Payments

The Equal Employment Opportunity Coordinating Council (EEOCC), a group charged with coordinating federal anti-discrimination policy, has called for a uniform policy of equal pension payments to both male and female retired employees. President Ford had asked the EEOCC to study the differences in the various federal policies regarding pension payments and suggest a uniform policy to resolve those differences. (Sex Discrimination Guidelines under Title VII of the 1964 Civil Rights Act call for equal periodic benefits, while regulations regarding compliance with Executive Order 11246, the Equal Pay Act and Title IX allow equal contributions or equal benefits.)

The April 14, 1976 letter transmitting the EEOCC's recommendation to President Ford stated that "it is a matter of sound public policy that periodic payments made to retired employees pursuant to the terms of employee benefit plans should not reflect a differentiation based on sex."

The EEOCC members (except for the U.S. Commission on Civil Rights) recommended that President Ford ask Congress to enact new legislation which would require that:

- "all persons retiring on and after a certain date . . . receive periodic payments which do not reflect a differentiation based on sex," and,
- in the case of an employee retirement plan which provides retirement benefits in the form of a lump sum, "such lump sums shall be in amounts sufficient to purchase annuities which provide periodic payments which do not vary because of the sex of the purchaser."

The letter explained that:

The Commission on Civil Rights believes that Title VII prohibits the current practice of paying unequal periodic benefits to men and women . . . [and] the current EEOC Guidelines can be fully justified by case law. The commission sees no need for legislation. If, however, legislation is proposed, the Commission believes that Congress should consider mandating sex-neutral practices by the insurance industry, applicable to all forms of insurance.

Harold R. Tyler, Jr. (Deputy Attorney General and Chairman of the Equal Employment Opportunity Coordinat-

ing Council), W.J. Usery, Jr. (Secretary of Labor), F. David Mathews (Secretary of Health, Education and Welfare), Arthur S. Flemming (Chairman of the U.S. Commission on Civil Rights), and Robert E. Hampton (chairman of the Civil Service Commission) signed the letter to the President.

Pace University to Pay \$75,000 in Back Pay to Woman Professor

PACE UNIVERSITY (NY) has agreed to pay \$75,000 to Dr. Valentine Winsey, a former faculty member who charged that the university had denied her promotion and subsequently fired her because of her sex. The Pace settlement also includes reinstatement of Winsey with no loss of seniority as an associate professor with tenure, effective September 1976; updating of her pension account as if there had been no break in her employment; and consideration of Winsey for promotion at the beginning of her third year of full time teaching.

Winsey first filed her complaint with the New York City Commission on Human Rights, which ruled in her favor in 1975. The university then appealed the case and was successful in overturning the commission's ruling at both the state supreme court and appellate court levels. However, the state's highest court, the Court of Appeals, upheld the commission's ruling.

The New York City Commission on Human Rights considers the case a "landmark," with "significant national implications for women seeking to prove sex discrimination . . . especially in the difficult area of professional employment, particularly college teaching."

College Sued for Discrimination Against Part Time Faculty

A part time teacher and the California affiliate of the National Education Association (NEA) have filed a \$3.5 million lawsuit against RIO HONDO COLLEGE (CA), charging the college with discrimination against part time faculty. The suit, filed on behalf of 366 part time teachers, charges the college with violating the state's education code by paying part time faculty at half the rate paid to full time faculty, and by avoiding tenure regulations by hiring and firing part time faculty each semester.

The outcome of the case is likely to have an impact on the employment status of many women faculty: studies have found that women comprise a large percentage of part time faculty in many colleges and universities.

Harvard Demonstrators Call for Affirmative Action

Last spring HARVARD UNIVERSITY (MA) was the site of a demonstration in favor of affirmative action, the largest protest demonstration there in four years. According to the *Chronicle of Higher Education*, approximately 250 persons chanted such phrases as "Equal rights for all! Don't let Harvard stall!" and "What do we want? Affirmative Action! When do we want it? Now!" The demonstrators said they were asking the university "to live up to its ideals."

Putting Affirmative Action in Action? Here's Help

College and university administrators and other personnel may find the following publications helpful in implementing affirmative action plans and improving the status of women and minorities.

The new enlarged 1975-76 edition of *Women's Organiza-*

tions and Leaders Directory contains approximately 20,000 entries describing national and local groups, leading individuals in women's organizations, government agencies, professional associations, business, industry and other special interest groups. The directory also contains information about special library collections on women's studies and the history of the women's movement, educational opportunities and vocational training for women, counseling services, day care, financial assistance and other topics of concern to women. In addition, the directory lists talent banks and job banks. The directory, which is indexed extensively, is a valuable resource for employers who wish to expand their recruiting base; governmental and corporate boards seeking women members; and women seeking information about employment and/or educational opportunities. Copies of the directory are available for \$36.00 each prepaid (40.00 for invoiced orders) from Today Publications and News Service, Inc., National Press Building, Washington, DC 20045.

Employers in colleges and universities, as well as graduate school administrators, may find the 1976-77 edition of *Handbook for Recruiting at the Historically Black Colleges* a useful recruiting aid. The handbook contains profiles of 83 colleges and universities with predominantly black enrollments. It also includes statistics on enrollment by sex, initial career choices of graduates, the number of bachelor and advanced degrees awarded by fields of study and sex, and tables summarizing the data from the 83 institutions. The handbook is available for \$9.00 per copy from College Placement Services, Inc., P.O. Box 2322, Bethlehem, PA 18001.

Collective Bargaining and Discrimination Issues in Higher Education, a 22-page monograph issued by the Academic Collective Bargaining Information Service (ACBIS), explores some of the interrelationships between the collective bargaining process and equal employment issues. Written by Carolyn Polowy, Associate Counsel for the American Association of University Professors, the paper discusses the relationship between the National Labor Relations Act and four federal equal opportunity laws (Title VII of the 1964 Civil Rights Act, the Equal Pay Act, Executive Order 11246, and Title IX of the 1972 Education Amendments). The paper concludes with a "collective bargaining checklist" of issues.

Another ACBIS publication is a 12-page monograph, *The Application of Non-Discrimination Law and Regulations to Collective Bargaining in Higher Education*. The monograph offers a list of suggestions for handling issues which may arise during various phases of collective bargaining and cites relevant court decisions and federal requirements. Both ACBIS publications are available free upon request from Academic Collective Bargaining Information Service, 1818 R St., NW, Washington, DC 20009.

Administrators who are in the process of reviewing or establishing a grievance procedure as required by Title IX of the Education Amendments of 1972 may find *Grievance Procedures: A Working Paper*, by W. Todd Furniss, a helpful guide. In the 33-page paper, Furniss discusses grievance structures in the context of today's campus, reviews the actions involved in formal grievance procedures, and suggests ways to strengthen formal and informal grievance procedures. Single copies of the paper can be obtained free upon request from the Office on Academic Affairs, American Council on Education, One Dupont Circle, NW, Washington, DC 20036.

Programs for Educational Equity: Schools and Affirmative Action, by Shirley McCune and Martha Matthews of the

Resource Center on Sex Roles in Education, reviews the origin and foundation of affirmative action, the elements of affirmative action plans, and specific information for the development of such plans. Although written for the U.S. Office of Education to be used by education agencies providing K-12 services, many of the principles discussed can be applied to post-secondary institutions as well. The authors explore affirmative action plans for educational *programs* (such as curriculum, athletics, etc.), as well as plans for affirmative action in educational *employment*. Among the appendices are guidelines for evaluating such plans. Copies of the 56-page booklet are available for \$1.20 each from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Aids for Affirmative Action Interviewing

Guidelines for Contemporary Employment Interviewing provides helpful information and advice for both the interviewer (employer) and the interviewee. Prepared by a special committee of faculty, staff and students at the UNIVERSITY OF WISCONSIN-STOUT, the 13-page booklet discusses recent changes in laws affecting the employment process, questions that should not be asked in an interview, and ways the interviewer can guard against his or her own biases. The booklet also gives a list of suggested responses to illegal questions that may be asked in interviews. Although the booklet was prepared for use on the UW-Stout campus, its content is transferrable to other academic work environments. Copies of the booklet are available for \$1.00 each from the Affirmative Action Office, University of Wisconsin-Stout, Menomonie, WI 54751.

Although *Interviewing Women Candidates* (a 4-page brochure from the U.S. Civil Service Commission) was written for male supervisors and agency representatives of federal agencies, it can also be of use to those making hiring decisions in academe. The brochure lists and discusses several "do's" and "don'ts" toward treating women applicants and men applicants equitably. The brochure is available for \$.25 each, \$4.05 per 100, from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Women's Work

MARY BERRY, formerly provost of the Division of Behavioral and Social Sciences at the University of Maryland at College Park, is now chancellor of the University of Colorado at Boulder. Dr. Berry is the first black woman to hold that title at an institution with predominantly white enrollment.

MARJORIE BELL CHAMBERS, mayor of Los Alamos, New Mexico, president of the American Association of University Women and adjunct professor of history at the University of New Mexico at Los Alamos, has been named president of Colorado Women's College.

VIRGINIA L. LESTER, acting dean of Empire State College (NY), has become president of Mary Baldwin College (VA).

MARIE V. TARPEY, formerly dean of faculty and academic affairs at Wilmington College (DE), is now vice-president for academic affairs at Pikeville College (KY).

BARBARA S. UEHLING, dean of the College of Arts and Sciences at Illinois State University, has become provost of the University of Oklahoma.

JEAN B. WALTON, former dean of students at Pomona College (CA), is now vice-president for student affairs at that college.

Handbook on Women Workers

The 1975 *Handbook on Women Workers*, prepared by the Women's Bureau of the U.S. Department of Labor, is now available. The 435-page book contains national data on women's employment, a report on women's education and training, information on laws affecting women workers and an overview of women's political status. This book updates and expands the 1969 *Handbook*. Single copies can be obtained without charge from the Women's Bureau, U.S. Department of Labor, Washington, DC 20202. Copies are also available for \$4.70 each prepaid from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. A discount of 25% is allowed on orders of 100 or more.

Why Women Work

Why were more than half of all women ages 18 to 64 in the labor force in 1974? Perhaps one reason is that economists estimate it costs between \$70,000 and \$100,000 to raise a child for the first 18 years of her or his life. If a woman who had previously worked stayed home to devote full time to childrearing, she would lose income. For example, if she had been a secretary making \$3.76 an hour, she would lose at least \$265,455 during that 18-year period.

Considering these figures, it is no surprise that many women are not full time homemakers. In fact, the Women's Bureau of the U.S. Department of Labor reports that the labor force participation rate of mothers with children under 18 was slightly higher than the rate for all women.

New Program for Women Administrators

FLORIDA STATE UNIVERSITY has instituted the Doctoral Program of Administrative Studies for Women in Higher Education. Designed to meet "the needs of students and the demands of contemporary society," the program includes independent study, applied research, internships and a wide spectrum of courses. For further information, contact Melvne Dreheim Hardee, Senior Professor, Higher Education, Educational Management Systems, Florida State University, Tallahassee, FL 32306.

New Regional Newsletter for Women

The New England Network of the Federation of Organizations for Professional Women publishes a newsletter, *Alert*, to promote communication and avoid duplication of efforts in the women's movement in that region. The newsletter, published at the Center for Research on Women in Higher Education and the Professions, reports on events, programs, publications and current research. For further information contact Irene Murphy, Federation of Organizations for Professional Women, Cheever House, 828 Washington St., Wellesley, MA 02181.

EDUCATION OF WOMEN

Justice Department Sues Maritime School

In April 1976 the U.S. Department of Justice filed a civil suit in U.S. District Court against the Massachusetts Maritime

Academy, a state-supported school for Merchant Marine officers. The suit charges the academy with violating the Fourteenth Amendment by its refusal to accept women as full time students. A complaint from a woman, charging that she had been denied admission to the academy, precipitated the suit.

The suit names as defendants the academy officials and the thirteen members of the Massachusetts State Colleges Board of Trustees. Additionally, the suit asks the court to issue a permanent injunction to prohibit sex discrimination at the academy, and require school officials to adopt a plan to eliminate the alleged discriminatory admissions policies.

NSF Funds Program to Increase Women Scientists

In an attempt to tap the underutilized scientific resource which women represent, the National Science Foundation (NSF) has made grants totalling \$946,171 to support science career workshops and science career facilitation projects.

The science career workshops will be held in 17 states and will involve approximately 6,000 undergraduate and graduate women in 1-2 day sessions. The sessions are designed to encourage the women to consider science careers, and provide information to them regarding opportunities and preparation for careers in science.

The career facilitation projects, to be held in 10 states and the District of Columbia, are aimed at women who received bachelor's or master's degrees in science between 2 to 15 years ago, but who are not presently employed in scientific fields. The program is designed to increase the women's level of knowledge to that expected of current graduates at the same degree level. Participants in these projects will be prepared to enter directly into graduate school or employment at the end of the project.

For further information about both programs, contact the Women in Science Program, National Science Foundation, 1800 G St., NW, Washington, DC 20006.

New Publications Discuss Inequity in Education

The League of Women Voters has published a 12-page pamphlet especially for private citizens interested in current problems in education. Entitled *Education: Problems in Equity*, the pamphlet discusses several major education issues, provides a background of legal information on each issue, and gives specific suggestions for citizen involvement. Among the topics discussed are "Sex Discrimination and Title IX," "Racism and Sexism in Text Materials," and "Pregnant Girls, Teenage Mothers." The pamphlet includes a list of resources and is available for \$.75 per copy from League of Women Voters of the United States, 1730 M St., NW, Washington, DC 20036.

A Resource Handbook for Policy Makers is designed to give a "concise overview" of sex discrimination in the following areas of education: adult and continuing education, athletics, employment in elementary/secondary education, guidance and counseling, higher education, curricular materials, teacher training and certification, treatment of students, and vocational education. Each section includes a bibliography, a list of resource organizations and a list of relevant state action. The appendices include lists of film resources and legislative service agencies. The handbook was prepared by the Equal Rights for Women in Education Project of the Education Commission of the States. Copies of the 122-page handbook are available for \$2.50 each from Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln St., Denver, CO 80203.

Stanford Offers Aid to Women

What does a woman student do when she's seen her advisor six times and he/she still doesn't know her? When she wants to play lacrosse but there's no women's team? When she needs a job but all of the ads say "males preferred"? At STANFORD UNIVERSITY (CA) her first step might be to read *A Guide for Stanford Women*. Compiled by five Stanford women, the guide contains a wide range of information, including where to find other women (administrators, faculty or staff) to consult about academic problems and career plans, health and legal services available on the campus and in the community; resources for on and off campus employment; and "survival" services (e.g., child care, skill training, women's groups, transportation). Institutions wishing to provide a similar guide for their women students can obtain a sample copy by writing Sandra Nolen, Center for Research on Women, address below.

"To provide Stanford students with a better understanding of women-related issues in their academic work" is one of the objectives of Stanford's Center for Research on Women. Established in 1974, the center initiates and supports research related to the changing roles of women and men in society, and encourages the interchange of ideas between persons engaged in such research and with other scholars and policy-makers in business, education and government. Five research teams at the center are currently investigating such topics as women and stress, women and mass media, health care standards for women, and women and math. The center also publishes a magazine called *S/HE*. For further information contact Sandra Nolen, Center for Research on Women, Room 106 Polya Hall, Stanford University, Stanford, CA 94305.

Research on Women in Sport Running Behind Beagles and Rats

"Women have, in the past, been the most blatantly neglected of all the possible subjects of investigation," writes Waneen Wyrick Spirduso, editor of *Bibliography of Research Involving Female Subjects*. "Even rats, monkeys, and beagles have enjoyed more scientific attention than have women," she continues. The bibliography, a project of the National Association of Women and Girls in Sport, is an effort to change this state of affairs by stimulating more research on women in sport.

The 212-page bibliography lists theses and dissertations from 93 colleges and universities which have graduate programs in physical education. Categories include motor learning; sport psychology; physiological aspects of motor performance; sport studies; physical education for the handicapped; health; teaching methods; curriculum and administration; and recreation-leisure. Copies of the bibliography are available for \$5.25 each from Louise Kyle, Coordinator, Publications/Sales, American Alliance for Health, Physical Education and Recreation, 1201 16th St., Washington, DC 20036.

National Women's Studies Association To Be Formed

In January 1977 representatives from women's studies programs and services will convene in San Francisco to form the National Women's Studies Association. Representatives at the founding convention are expected to come from a wide variety of educational settings—women's centers, post-secondary women's studies programs, women's prison projects, centers for research on women, elementary and secondary

schools, women's re-entry programs, and vocational projects for women.

The aim of the proposed organization would be "to provide and encourage non-sexist, non-racist feminist education in traditional and non-traditional areas of education." Proposed activities to implement this goal include:

- a national communications network and a national index of curriculum resources and program information;
- the development and dissemination of strategies for changing traditional curricula, programs and institutional practices;
- support and coordination of women's studies research;
- advocacy for the concerns of the association;
- assistance to members in danger of losing their jobs because of their work in women's studies; and
- assistance in curriculum evaluation of women's studies programs.

Planners for the association and conference have drafted a charter for the group, as well as a plan for regional participation. For further information contact Sybil Weir, Women's Studies, San Jose State University, San Jose, CA 95192.

Regional Women's Studies Groups Organize

Several regional associations of women's studies have been organized recently and are now planning local and regional activities.

The East Coast Regional Women's Studies Association, 2157 Boylan Hall, Brooklyn College, Brooklyn, NY 11210. Formed in December 1975, this association is currently planning a convention.

The Greater Philadelphia Consortium for Women's Studies, 109 Logan Hall/CN, University of Pennsylvania, Philadelphia, PA 19174. Organized in June 1975, the consortium plans weekend workshops for women's studies faculty and a forum series on women's studies.

The Michigan Women's Studies Association, c/o Gladys Beckwith, Michigan State University, East Lansing, MI 48823. Formed in May 1973, this group focuses on the general development of women's studies in schools and colleges in Michigan.

The Northwest Regional Women's Studies Association, c/o Ann Neel, University of Puget Sound, Tacoma, WA 98416. This association, formed in 1975 to support the women's studies program in a local community college, now includes Idaho, Montana, Washington and Oregon.

Up-to-date information on professional activities in women's studies is reported in *Women's Studies Newsletter*, published four times yearly by The Feminist Press. Subscriptions are \$5.00 for individuals, \$10.00 for institutions, available from The Feminist Press, Box 334, Old Westbury, NY 11568.

Women's Organizations Form Information Network

Ten representatives of major sources of information about the women's movement met at the Center for Research on Women at Wellesley College in December 1975 and agreed to form the Women's Information Services Network. The objectives of the network include:

- collecting and disseminating information about agencies providing information services relating to women's issues, and

- promoting and assisting these information services through cooperation and sharing resources and facilities.

The network plans to develop a directory of information services. The groups and agencies participating in the network are: Barnard Women's Center, Catalyst, Federation of Organizations for Professional Women, Women's Action Alliance, Clearinghouse International of the Eleanor Association, Wellesley College Library, The Schlesinger Library, Center for Research on Women, Institute for Study of Women in Transition, U.S. Commission on Civil Rights, University of Northern Iowa, Business and Professional Women's Foundation, Warner-Eddison Associates, and Women's Equity Action League (WEAL). Six other organizations not represented at the meeting will also participate. For further information, contact Jenrose Felmley, Librarian, Business and Professional Women's Foundation, 2012 Massachusetts Avenue, NW, Washington, DC 20036.

Fellowship Hunting Made Easier

The fine art of finding a fellowship is the focus of *Women & Fellowships 1976* by Judith Nies, published by the Educational and Legal Defense Fund of the Women's Equity Action League (WEAL). The who, what, where, when and why are clearly outlined in sections such as "Why Are Women Outside Fellowship Networks? (And What To Do About It)" and "Is There a Fellowship for You?" The 35-page report also includes a bibliography and general sources on fellowships and foundations. Copies are available for \$4.00 (postpaid first class mail) or \$3.50 (postpaid third class mail) from WEAL Educational and Legal Defense Fund, 733 15th St., NW, Suite 200, Washington, DC 20005.

Resource for Women in Theological Education Available

A handbook specifically for women involved in theological education has been published by the Task Force on Women in Theological Education of the National Council of Churches (NCC) Commission on Women in Ministry. *A Resource Guide for Women in Seminary* is designed to supply information for "the recent and rapid entry of large numbers of women into theological education," and includes sections entitled "Questions for Women Studying at Theological Institutions," "A Selected Bibliography" on women and religion, "Religious Feminist Publications," "Ethnic Minority Women: A Beginning Bibliography," and "Feminist Theology." Resources on men's liberation materials and suggestions for school libraries are also included. The 36-page handbook is available for \$1.50 prepaid from the Commission on Women in Ministry, Professional Church Leadership, Division of Education and Ministry, NCC, 475 Riverside Dr., Room 770, New York, NY 10027.

Resources on the Mature Woman Coming into Prime

The Emerging Role of Mature Women, a selected annotated bibliography listing mostly free and inexpensive materials, has filled an apparent void in available bibliographic information on the older woman. The 20-page booklet contains basic background data on employment and continuing education.

The booklet contains references to such papers as "Mature Women—The New Labor Force," "The Middle Years: Neither Too Young nor Too Old," and "Women in Vocational Education."

Single copies cost \$2.00, five or more cost \$1.50 each prepaid, from the Federation Employment and Guidance Service, 215 Park Ave., South, New York, NY 10003.

"Remember the Ladies"

The ladies of the American Revolution have not been forgotten. The first major exhibition examining the role of women in the period 1750-1815 opened last summer in Plymouth, MA and will tour the country until June 29, 1977.

"Remember the Ladies" illustrates the profound changes in women's lives, and focuses on women of all classes and walks of life. Primarily a fine arts exhibit, it also includes silver, needlework, furniture and some manuscripts. The exhibit will tour Atlanta, Washington, Chicago, Austin and New York City.

A fully illustrated and annotated catalogue is available for \$8.50 prepaid from Anita Franks, c/o Pilgrim Society, 75 Court Street, Plymouth, MA 02360. Massachusetts residents should include 5% sales tax.

Bicentennial Women's Center Established

America's "city of brotherly love," Philadelphia, is the site of the Bicentennial Women's Center. The center, sponsored by more than 60 organizations, was formed a few years ago by a group of Philadelphia women dissatisfied with "the exclusion of women from the mainstream of bicentennial activities."

With the aid of the State Bicentennial Commission, as well as donated office space and furnishings, the center provides a variety of programming: slide shows on equal opportunity; education and health care; and luncheon discussion groups focusing on education, health, law, employment, image and culture. The center also features a history exhibit on women using photographs from the Schlesinger Library, Betty Medsger's "Women at Work" exhibit, and Emi Tonooka's "Women in Prison" exhibit. Other plans include women's concert and feminist theatre series, a book store, ethnic women's festivals, an information center, and feminist tours of Philadelphia.

For information and hours of operation contact the Bicentennial Women's Center, 112 S. 16th St., Philadelphia, PA 19102, (215) 564-1560.

Briefs

- Over 200 libraries in the United States and abroad now have parts of the Women's History Library on microfilm. The microfilm contains material on women collected by the former Women's History Research Center, Inc. at Berkeley, CA. For further information contact Barbara Baisley, Box 2, Branford, CT 06405.

- The National Science Foundation Reports that women were 24% of the full time students enrolled in graduate science programs in 1974, a 13% increase over 1973. The number for men enrolled in graduate science programs increased by only 3% during the same period.

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WORKBOOK ON CHRISTIAN SOCIAL ACTION
FOR 1976-1977

Compiled and published by
The Commission on Christian
Social Action, Universal
Fellowship of Metropolitan
Community Churches
R. Adam DeBaugh, Chair



Universal Fellowship of Metropolitan Community Churches

110 MARYLAND AVE., N.E., WASHINGTON, D.C. 20002 (202) 543-2260

Dear friends in Christ:

Greetings in the name of Jesus the Liberator!

As Chair of the Universal Fellowship's Commission on Christian Social Action, I hope that this Workbook on Christian Social Action for 1976-1977 will be useful to you and will help your church in the work it will be doing between now and the Eighth General Conference in Denver in 1977.

This Workbook is designed as a syllabus to help ministers and lay people in local churches and in districts to understand and begin to implement the resolutions, mandates and suggestions that came out of the Commission on Christian Social Action during the Seventh General Conference in Washington, D.C., in August, 1976.

There are no demands, orders, directives, or commands in this Workbook. The Commission on Christian Social Action does not exist to dictate to God's people.

What is here is a collection of the reports and resolutions that this Commission presented to the General Conference in 1976, a brief explanation of what each resolution means, and suggestions and recommendations for how a congregation might go about implementing these resolutions.

We recognize that each MCC congregation is in a unique situation and what is an important action for one church to take may be totally irrelevant to another church. For that reason, we only make suggestions about how churches and individuals may begin to implement the will of the General Conference.

Our aim is to be a helpful resource. We certainly will welcome any input you might have, whether it is criticism, praise, or additional suggestions. The denomination, or an individual church, or a church office does not do Christian Social Action. God's people do Christian Social Action.

May God bless you in your life and work.

In His name,

R. Adam DeBaugh

Proclaim Liberation in the Land.

General Conference — Affirmation '76 — August 10-15, 1976 — Washington, D.C.

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ADDRESS LIST

COMMISSION ON CHRISTIAN SOCIAL ACTION

Liaison Elder:	The Rev. Elder Carol S. Cureton MCC of Greater St. Louis P.O. Box 3147 St. Louis, MO, 63130 (314) 361-7284
Commission Chair:	Mr. R. Adam DeBaugh UFMCC Washington Office Suite 210 110 Maryland Avenue, N.E. Washington, D.C. 20002 (202) 543-2260
Committee on Racism Chair:	The Rev. Jeri Ann Harvey Christ the King MCC 401 S.E. 22nd Street Oklahoma City, OK, 73129 (405) 632-3625
Task Force on Women Chair:	The Rev. Ann Montague MCC of the Willamette Valley P.O. Box 3076 Eugene, OR, 97403 (503) 689-6028
Task Force on Men Chair:	The Rev. Frank Murr MCC of the Rockies P.O. Box 9536 Denver, CO, 80209 (303) 831-4787
Task Force on Human Rights Chair:	Mr. Ray Hill 729 Manor Houston, TX, 77015

COMMISSION ON CHRISTIAN SOCIAL ACTION, UFMCC

Report from the Chair, R. Adam DeBaugh

As the new chairperson of the Fellowship's Commission on Christian Social Action, I feel that we, as a Fellowship, need to spend some time deciding what we mean by "Christian Social Action."

It will be wise, I believe, to avoid strictly partisan politics. As a non-profit, incorporated Church, we are restricted by law and are not permitted, under any circumstances, to endorse political candidates. We also have to recognize that the Universal Fellowship is made up of a wide diversity of people and that we can't become too closely associated with one political party or another. That is one of our great strengths, the fact that we are a diverse group of people who have joined together in common cause and for a common purpose.

I feel Metropolitan Community Church can best serve in a prophetic role politically, speaking the truth as we are led to understand it about the social issues that are close to us. This is a role that will not involve the Church in the day-by-day nitty-gritty of political maneuvering. We should, however, support those sisters and brothers in our midst who do want to become involved in the political sphere, for they are performing an important service to our community of faith.

I also believe that demonstrations and confrontation politics are not the only route for social action to take, and these forms of political expression are certainly well covered by other organizations. As a Church, we have a unique ability to act prophetically within the councils of government. We have a message unique to other, secular parts of the movement for social justice simply because we are a community of faith and because we celebrate the risen Christ, the liberator.

We have a Biblical imperative to "feed my sheep," as Jesus commanded his followers. Social action is one of the responses of the Christian to this mandate. We are a church that welcomes the outcasts and loves the unlovable. We believe that we are working where Christ would be working were he here today, among the handicapped, alcoholics, sexual minorities, aged, imprisoned, racial minorities, rejected youth, lonely, and unloved.

Jesus tells that the people who will "inherit the kingdom prepared for you from the foundation of the world" are those who feed the hungry, welcome the strangers, visit the imprisoned, clothe the naked, and minister to the oppressed, because "as you did it to one of the least of these my sisters and brothers, you did it to me." (Matthew 25:31-46.)

Isaiah discusses the right observance of fasts and asks "Is not this the fast that I [the Lord] choose: to loose the bonds

of wickedness, to undo the thongs of the yoke, to let the oppressed go free, and to break every yoke? Is it not to share your bread with the hungry, and bring the homeless poor into your house?" (Isaiah 58:3-12.)

So what is Christian Social Action? We have these and many other imperatives from the Bible to help the oppressed, but how do we in Metropolitan Community Church translate that into meaningful action? Because of our history and our make-up at this time in the life of our denomination, our primary thrust must be a human rights one, especially civil rights for gay people. I believe also that we must grapple with and deal with our own racism and our own sexism, where they appear. It is a betrayal of what we profess to believe to have people in our midst who suffer racism or sexism at our hands. This, then, is what I see to be the starting place for MCC's Christian Social Action.

We can't and shouldn't go too far or too fast, we can't rush ahead with grandiose schemes without having a solid foundation on which to build. If we attempt it we will fall flat on our faces. The foundation we must build is one of collective understanding within this Universal Fellowship of the meaning of Christian Social Action, and a community of faith that is striving together to make the Gospel work in our lives in real ways.

With this understanding and this community we can move forward and accomplish something.

First we must begin to build this foundation. The Chair recommends that each study group, mission and church in the Fellowship designate a Christian Social Action Chairperson who is in direct communication with the Chair of the Commission and the Washington Office of the Fellowship.

Secondly, the Chair recommends that each District have panels, workshops and discussions on Christian Social Action at District Conferences over the next year. The staff of the Washington Office will be available to assist at such events. It is important, I believe, to get dialogue and discussion going around the Fellowship so that we can gather at the Eighth General Conference with an understanding of what social action is and where we want to go with it.

Thirdly, please communicate with the Commission Chair ideas, news of events, plans for local action, and so forth so that we can keep others in the Fellowship informed.

Since the Commission is broken into four component parts: the Committee on Racism, the Task Force on Men, the Task Force on Women, and the Task Force on Human Rights, I believe we should make every effort to stay in close communication with each other. In addition, if anyone who is currently on the Commission in any capacity does not feel that she or he can serve in an active, hard-work-

ing role, it would be perfectly acceptable to resign and make room for someone who can devote time and energy to the work that needs to be done.

I would like to see some kind of regional (District) representation on each part of the Commission as well.

In addition, I believe the Committee on Racism, the Task Force on Men, the Task Force on Women and the Task Force on Human Rights should each recommend by election their own chairpersons, final decision being made by the Board of Elders.

Both Task Forces on Men, Women and Human Rights, and the Committee on Racism will have major responsibilities of developing positive educational aids for the use of the Fellowship. Non-sexist hymnbooks, workshop programs on racism, men's consciousness raising programs, and so forth, can come out of each of these parts of the Commission for use by the Fellowship over the next year.

I will always be available for discussion and work. I committed myself to work diligently on this commission and will do so. But this is not to be a one-person project. I will need the help of each of the Commission members and of ministers, worship coordinators and local church social action chairpeople over the next year.

It is my hope that we can come to the Eighth General Conference in Denver in 1977 with a Fellowship-wide program for Christian Social Action that we all can be proud of.

Thank you for your support.

R. Adam DeBaugh
Chair, Commission on
Christian Social Action

August 12, 1976 (amended in October, 1976, to include references to the new Task Force on Human Rights, where appropriate.)

Approved.

RESOLUTION NUMBER 1

The Commission on Christian Social Action Moves: that the Ministers' Conferences in 1978 consider as their theme Christian Social Action, with program prepared by the Commission on Christian Social Action, the Committee on Racism, the Task Force on Men and the Task Force on Women.

Approved.

EXPLANATION

This resolution is self-explanatory, saying merely that it was the will of General Conference that the Fellowship consider having Christian Social Action as the theme of the Ministers' Conferences in 1978.

The Board of Elders makes the decision about the topic of Ministers' Conferences, so there is little local churches and ministers can do.

SUGGESTED ACTIONS

Of course, this Commission and the Board of Elders would undoubtedly welcome your advice and suggestions. If you think it is a good idea to have Christian Social Action as the theme for the 1978 Ministers' Conferences, write the Board of Elders.

In addition, if you have suggestions or questions, write the Commission care of the Washington Office of the Fellowship, Suite 210, 110 Maryland Avenue, N.E., Washington, D.C. 20002.

RESOLUTION NUMBER 2

The Commission on Christian Social Action Moves: that in order to fulfill the Biblical mandate to "lift the yoke from the oppressed," each of the congregations of UFMCC consider establishing a chairperson for Christian Social Action, who is in close communication with the Chairs of the Commission on Christian Social Action, the Committee on Racism, the Task Force on Men, and the Task Force on Women.

Approved.

SUGGESTED ACTION

Adam DeBaugh sent a letter to each MCC congregation on August 30, 1976, reminding people of this resolution and asking for the names, addresses and phone numbers of local chairs of Christian Social Action. A copy of this letter is reprinted in this Workbook. We have still not heard from all the congregations.

If you haven't named a chair of Christian Social Action for your congregation, please consider doing so.

EXPLANATION

Local Christian Social Action chairs should be involved in the social action life of their congregations. The chair should be making resources available to people in the congregation on the areas of racism, sexism, men's liberation, and human rights.

Here are some of the things that she or he could be doing:

- 1) Read and use this Workbook!
- 2) Provide resources and bibliographies for the local church, either using resources here in this Workbook, or developing your own. If you develop your own materials, please send a copy to the Commission so it can be shared with others.
- 3) Make sure the church book table, if you have one, has copies of materials you think are useful.
- 4) Make Gays On The Hill (the newsletter of the Washington Office of UFMCC) available to people in your church.
- 5) Organize workshops and discussion groups on sexist language (be sure to include women!).
- 6) Develop a questionnaire about Christian Social Action for your congregation.
- 7) Work with your pastor and the women in the church to find the best way for your congregation to begin the process of eliminating sexist language.

8) Make the names and addresses of the local Members of Congress available to the people in your congregation (the Washington Office has that information for you).

9) Organize letter writing campaigns to the Members of Congress who serve your congregation.

10) Hold political education workshops or discussions.

11) Make sure everyone who is eligible has registered to vote.

12) Organize a visit of people from your congregation to your Congressperson's District Office. There is usually one near you, contact the Washington Office for addresses and phone numbers.

13) Find out what racial and ethnic minorities are living in your area. What is your congregation doing to make them feel welcome? If there is a substantial number of people who speak a language other than English as their native language (such as Spanish, French, etc.) are parts of your worship services spoken in that language (such as the Gospel)?

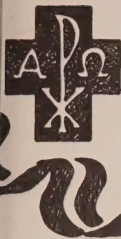
14) Work with people interested in the handicapped ministry to develop signing for the deaf and programs for the blind and physically handicapped in your congregation.

15) Start men's discussion groups and workshops to talk about men's liberation and what it means to be a gay (or a non-gay) man in the Christian community.

16) Follow guidelines set out in other reports and resolutions which are in this Workbook.

17) What is being done for members of your congregation who have children? Are there facilities for child care and/or Sunday school?

Remember that these are only suggestions and are not mandates. They are just some of the things that you can do in your congregations as a social action chair. Send the Commission any suggestions and ideas that you have.



Universal Fellowship of Metropolitan Community Churches

110 MARYLAND AVE., N.E., WASHINGTON, D.C. 20002 (202) 543-2260

30 August 1976

Dear friend in Christ:

I am writing as Chair of the Fellowship's Commission on Christian Social Action to all pastors and worship coordinators of MCC churches, missions and study groups.

As you may recall, the Seventh General Conference of the Universal Fellowship passed a resolution suggested by the Commission which read:

The Commission on Christian Social Action Moves: that in order to fulfill the Biblical mandate to "lift the yoke from the oppressed," each of the congregations of UFMCC consider establishing a chairperson for Christian Social Action, who is in close communication with the Chairs of the Commission on Christian Social Action, the Committee on Racism, the Task Force on Men, and the Task Force on Women.

In line with this resolution, I would ask that you and your Board of Directors now consider naming such a chairperson for Christian Social Action for your congregation and that you send that person's name and address to me.

If we are to truly build an understanding of what Christian Social Action is to be in this Fellowship, we need to have input from all over the Fellowship. I am determined not to be a one-person Commission and I urge that you help by appointing a person in your congregation who is interested in Christian Social Action and who will be willing to put some energy and work into it.

If you or another minister or exhorter in your congregation wants to be the chair for Christian Social Action, that is fine, provided she or he has the time, but I also urge that lay people be involved if possible.

Thank you in advance for your help. I look forward to hearing from you very soon.

In the name of the Liberator,

R. Adam DeBaugh

Proclaim Liberation in the Land.

General Conference — Affirmation '76 — August 10-15, 1976 — Washington, D.C.

RESOLUTION NUMBER 3

The Commission on Christian Social Action Moves: to direct, with the approval of the Board of Elders, Rev. Larry Bernier, as chairperson of a Music Committee, working with the Task Force on Women, the Task Force on Men, and the Committee on Racism, to begin to develop an inclusive (i.e., non-sexist and non-racist) hymnal for UFMCC, representing the varied musical traditions of the historic Christian faith, and linguistic groupings of the Fellowship.

Approved.

EXPLANATION

Rev. Bernier will be working on this hymnal when time permits. He is very busy with his duties in the Fellowship Offices in Los Angeles, so this will not be an instant job.

SUGGESTED ACTIONS

He needs input from the congregations. What are your favorite hymns? How has your congregation changed language in your hymns to make them inclusive (if at all)? What are the words and tunes you use in the Gloria, the Doxology, the Sanctus, and any and all parts of the service? Is there a person you know of who should be on the proposed Music Committee? Do you have your own hymnal already?

Send all this information and anything else you think would be helpful to the Rev. Larry Bernier, UFMCC, P.O. Box 5570, Los Angeles, CA, 90055.

Organize discussions about what you want and need in a Fellowship hymnal. Find out what the favorite hymns of your congregation are and send that information to Rev. Bernier. Don't forget hymns that may be unique to your area, for instance Spanish language hymns and ethnic-background hymns. Also, don't forget hymns written by your own people.

RESOLUTION NUMBER 4

The Commission on Christian Social Action Moves:
that there be established under the Committee on Human Awareness, a Task Force on Human Rights that will promote civil rights and the cessation of oppression.

Approved.

EXPLANATION

It was felt that no where in the Christian Social Action structure of the Fellowship was there a place for civil rights, political action, and gay rights work to be coordinated. The Task Force on Human Rights, as a part of the Committee on Human Awareness, will assist the Washington Office in educating MCCers about their political responsibilities, such as voter registration, contacting their representatives, communicating gay and related concerns to candidates for political office, and becoming informed about issues that relate to their lives.

The new task force will assist in communicating to the U.S. Congress the need for and meaning of gay civil rights legislation, and the extent of gay and supportive non-gay constituencies in their Congressional Districts and States. The Task Force on Human Rights will monitor the broad spectrum of human rights issues as they relate to the Universal Fellowship and inform MCC people about those issues.

Though the Washington Office of UFMCC is directly responsible to the Board of Elders and General Conference, the new Task Force on Human Rights will work with the Washington Office where appropriate.

SUGGESTED ACTIONS

Send any suggestions of people who would want to serve on this new Task Force of the Commission to Adam DeBaugh in Washington. Send any suggestions about programs, resources, and other material concerning human rights to Adam as well.

Develop a human rights component to your work on Christian Social Action in your congregation. Human rights is meant to include political action and education on the local, state and federal levels, the relationship between the gay community and the police, the relationship between the gay community and the local government agencies, and how people are treated on all levels of their lives.

RESOLUTION NUMBER 5

The Commission on Christian Social Action Moves:
that national Committees on Human Awareness be established
in individual countries in which our Fellowship has church
bodies.

Approved.

EXPLANATION

This really is the province of the Board of Elders and
the Coordinators of World Church Extension.

SUGGESTED ACTION

If you have any suggestions or recommendations about this
area please communicate them to Adam DeBaugh and/or the Board of
Elders.

UNIVERSAL FELLOWSHIP
METROPOLITAN COMMUNITY CHURCHES

RESOLUTIONS OF THE UFMCC Committee on Racism -- August 11, 1976

Because of the need for the message of the Gospel to be presented to all people, and because of the special calling of UFMCC to preach to all oppressed and alienated people, the Committee on Racism presents the following recommendations to this General Conference:

1. That in all churches serving a community where a significant number of people in the congregation speak a language differing from the dominant language of the community:
 - a. The practice of reading the Gospel in both the dominant and non-dominant languages at all worship services be continued.
 - b. The churches attempt to develop means to minister to the people not speaking the dominant language of the community. The services provided for the non-dominant language speaking people should include, but not be limited to, pastoral counseling, fellowship, and Christian educational growth.
2. That churches which serve communities where there are significant numbers of people not belonging to the dominant culture (for example, Blacks, Youth, etc.) experiment with ways to incorporate forms of worship indigenous to these groups into the form of worship of the total church.
3. That a Spanish language caucus be established to coordinate efforts to minister to the Spanish language population as a precedent for other non-dominant language caucuses.

RATIONALE

In Matthew 28: 19-20 we are told, "Go, therefore, make disciples of all the nations, baptise them in the name of God the Creator, the Son, and the Holy Spirit, and teach them to observe all the commands I gave you." (Jerusalem Bible) If UFMCC is specially called to serve all alienated and oppressed people, then we must learn how to minister to each group of oppressed people. This, in part, entails learning to communicate with each group in a way meaningful to them. These resolutions address themselves to two aspects of the communication of God's Gospel to God's people.

The first aspect is that of forms of worship. On the broad scale we have in the past developed our form of worship from those of various denominations. This "horizontal" ecumenism has allowed us to reach people from such diverse backgrounds as Roman Catholic, Pentecostal, Methodist, etc. Recently, various MCC congregations have begun utilizing "vertical" variations in worship

which many denominations are now using, for example, folk-type worship, Black liturgies, multi-media worship, rock services, etc. It is vital that UFMCC encourage churches to experiment with varieties of worship forms which address themselves to the various peoples in the community served.

The second aspect of the communication of the Gospel to all people is related to the means or "language" in which the message is presented. This aspect has in the past prompted the Fellowship toward:

1. gendering of services so that the true message of the Gospel can be presented to women in a way that is meaningful to them and which simultaneously presents to all of us a broader, more encompassing understanding of God.

2. development of ministries to people in communities served by MCC who do not speak the dominant language of the community.

3. development of ministries to the non-hearing and non-seeing, so that the deaf and blind can also be brought to know the love of God. (Realizing that the matter of ministry to the deaf and blind falls outside the jurisdiction of this committee, all materials gathered by this committee on this facet are being forwarded to the proper people. This committee wishes to state clearly that there is no difference in the attitudes creating, and the results of, racism, sexism, ageism, and any other form of discriminatory action or thought.)

The UFMCC, at this General Conference, must encourage and promote continued forward movement into this area of our ministry to all people.

In the coming year, this committee projects (a) the establishment of resource centers for "vertical" forms of worship and for ministries to non-dominant language speaking people, and (b) the development of affirmative action guidelines to significantly increase the degree of effective minority leadership at all levels of UFMCC.

EXPLANATION

A great deal of discussion and controversy has surrounded the work of this Committee, due in part to the difficulty we all have with dealing with our own racism and our own discomfort with people who share a culture different from our own.

As a result, after a great deal of debate, the Committee did not insist that votes be taken on the three resolutions presented in the body of the report. A number of our sisters and brothers who are involved in the work of the Committee on Racism felt very badly about the arguments that were raised against them.

We believe the main problem we faced with the response to the Committee's report was that we had a failure to communicate the kinds of questions that were being raised on both sides. This is a very emotional issue and one which we, as a community of Christian faith, cannot ignore. As a result, we hope we can commit ourselves to spending the next year dialoging about racism and the needs and desires of the ethnic and racial minorities which exist in our Fellowship. As a church which welcomes the outcasts and loves the unloved, we cannot afford to cast out and fail to love any of our sisters and brothers. Let us then, go forward together, prayerfully seeking to understand the causes, the hurts, and the solutions of racism in our midst.

It was during the Black liturgy sponsored by the Committee on Racism that we learned of the burning of the Riverside (CA) church. It called to mind that for many people, Christian social action began in small, Black churches in the South during the 1950's and 1960's. Many of those churches were burned too in an attempt to stop the inexorable march of a people toward freedom. Now, MCC is in the forefront of another part of that same march toward freedom. Some of our churches get burned, some of our homes get ransacked, some of us get stones thrown at us, some of us are beaten, and some may die. But we continue in struggle for freedom of all the oppressed.

A resolution from the floor of the General Conference, at the end of the debate on this Committee's report was offered which opened the way for further work by the Committee this year:

RESOLUTION NUMBER 1

Be it resolved that this General Conference support the work of the Committee on Racism and its proposals for next year.

Approved.

In line with this resolution, let us look at the work and the proposals of the Committee on Racism once again.

PROPOSAL NUMBER 1

That in all churches serving a community where a significant number of people in the congregation speak a language differing from the dominant language of the community:

a. The practice of reading of the Gospel in both the dominant and non-dominant languages at all worship services be continued.

b. The churches attempt to develop means to minister to the people not speaking the dominant language of the community. The services provided for the non-dominant language speaking people should include, but not be limited to, pastoral counseling, fellowship, and Christian educational growth.

EXPLANATION

Isn't this just common sense? If a congregation is located in a community that has a lot of people speaking another language, isn't it just common sense to want to reach out to those people as much as we want to reach out to people speaking our language? Aren't they as much God's children as we and in as much need of God's word and grace as we?

All this proposal is saying is that we make an effort to reach people who happen to speak a language different from our own. No one is saying that the entire service should be translated. All that is being said is that an effort be made to make non-dominant language speaking people welcome in our congregations by offering them the word of God in their own language.

If there are no people in a congregation that speak another language but there is a considerable minority of people in the community who speak another language, it is possible (even probable) that the congregation has none of these people because it has made no effort to make them feel welcome. Do we not try to sign services for the deaf, even when there are no deaf people there? Just so that they will begin to come to church.

SUGGESTED ACTIONS

We don't believe that MCC people want to exclude anyone. It is possible, though, that we just don't understand how easy a process it is. If there are a lot of Spanish-speaking people in your community and you have just one Spanish-speaking person in your congregation, having her or him read the Holy Gospel in Spanish is a good and proper place to start.

As more Spanish-speaking people are attracted to the Church (to continue using Spanish speakers as an example) other programs can be instituted to serve them.

PROPOSAL NUMBER 2

That churches which serve communities where there are significant numbers of people not belonging to the dominant culture (for example, Blacks, Youth, etc.) experiment with ways to incorporate forms of worship indigenous to these groups into the form of worship of the total church.

EXPLANATION

Again, this is a common-sense proposal which is designed to bring people into the church and to make all people feel welcome at MCC.

No one is expecting that such programs as are envisioned in this proposal would mean major changes in the life of the local congregations. All that is being said here is that some kind of provision should be made toward making people of other cultures feel at home in MCC. This might take the form of occasional worship services that highlight the non-dominant culture, special events and programs, etc.

What is being said is that people should be open to experiencing and sharing the cultures of their sisters and brothers. We have a rich and varied cultural heritage; let's get to know each other better through learning to know about each other's cultural backgrounds.

SUGGESTED ACTIONS

Make arrangements to have services designed and planned by minority groups in your congregations. If there are Black people, urge them to share a Black liturgy. If there are Native Americans, urge them to share Indian worship experiences.

Ask the young people to design a service that emphasizes what they feel their youth and freshness has to offer to the worship of God. Ask the older people in the congregation to plan a service that will emphasize their unique contributions to the Christian family.

If there are Hispanic Americans in the congregation, urge them to share worship in their traditions. Ask any other ethnic, cultural, racial and linguistic minorities to share their worship and liturgical experience with the rest of the congregation.

Plan women's services (see the section on the Task Force on Women, Resolution Number 7).

PROPOSAL NUMBER 3

That a Spanish language caucus be established to coordinate efforts to minister to the Spanish language population as a precedent for other non-dominant language caucuses

EXPLANATION

Again, this is a fairly simple proposition. Adam DeBaugh, the chair of the Commission, will be assisting Spanish-speaking people to set up such a caucus to help the Committee on Racism in its work.

SUGGESTED ACTION

If there are Spanish-speaking people in your congregation who are interested in participating in such a caucus, please have them contact Adam at the Washington Office.

UNIVERSAL FELLOWSHIP OF METROPOLITAN COMMUNITY CHURCHES
REPORT FROM THE TASK FORCE ON MEN

WE, as Christian Men, realizing that the Message of Jesus the Christ is a Gospel of Liberation; that through freedom in Christ each person may attain full potential and personhood; and after great prayer and introspection on the meaning of "being a man," do hereby resolve:

1. To take back our full humanity. We will no longer strain and compete to live up to an impossible oppressive masculine image. We no longer need to perform sexually, socially, or in any way live up to an imposed male role, either from traditional society, or the "gay sub-culture."
2. To love ourselves; to feel good about and experience our sensuality, emotions, intellect, and daily lives in an integrated way. We wish to express our feelings completely and not bottle them up or repress them in order to be "controlled" or "respected." We believe it requires strength to let go and be "weak." We want to make love with those who share our love, male or female, and feel it should not be revolutionary to be either gay, heterosexual, transexual, or bisexual. We want to relate to our personal changes motivated by our growth as fully human beings and not as stereotypes.
3. To relate to both women and men in more human ways -- with warmth, sensitivity, emotion and honesty. We want to share our feelings with one another to break down the walls and grow closer. We want to be equal with women and end destructive competitive relationships between men. We don't want to engage in ego battles with anyone.
4. To struggle against the oppressive conditioning which makes us only half-human; to work toward the re-education of our brothers, both gay and straight, so they can realize the value and freedom of the fully human man -- a relationship to God and neighbor which is not based on stereotypes.
5. That Human Liberation does not stem from individual or social needs alone, but that these needs are part of the same process. We feel that all liberation movements are equally important; there is no hierarchy of oppression. Every group must speak its own language, assume its own form, take its own action; and when each of these groups learns to express itself in harmony with the rest, this will create the basis for an all embracing social change.
6. As we put our ideas into practice, we will work to form a more concrete analysis of our oppression as men, and clarify what needs to be done in a socially and personally political way to free ourselves. We want men to share their lives and experiences with each other in order to understand who we are, how we got this way, and what we must do to be free.

Men's Task Force
Chairperson, the Rev. Frank Murr

EXPLANATION

There were no resolutions or motions coming out of the Task Force on Men during the Seventh Annual General Conference of UFMCC in 1976.

A bibliography that was appended to the report has been integrated into the Resource List at the end of this Workbook.

The Task Force is just in the process of getting itself together and beginning the process of thinking and discussion of what it means to be a man in Christian community.

SUGGESTED ACTIONS

The Task Force urges MCC people, and especially the men, to reflect and discuss the meaning of being a man in their lives; their relationships to women; their relationships to other men; if they are gay, what it means to be a gay man; if they are straight, what it means to be a straight man; what a man's socialization means to him as he grows up; what a woman's socialization means to her as she grows up; what are our expectations of men and of women in terms of roles, responsibilities, emotionality, life style, etc.

It might be a good idea to sponsor a men's rap group that would discuss issues related to being a man. Workshops could be held on men's liberation. Book discussions might be a way to open up dialogue about men's self-perceptions. Use the resources offered by the Task Force on Men and develop lists of your own. Please send any resources you develop and any lists of books, etc., to Adam DeBaugh in Washington and the Rev. Frank Murr in Denver.

Send any reactions to the manifesto passed by the Task Force on Men to the Rev. Murr, who will in turn circulate all responses to Task Force members in all the Districts and other interested people. Let us keep the dialogue going within the Fellowship.

UNIVERSAL FELLOWSHIP OF METROPOLITAN COMMUNITY CHURCHES
REPORT FROM THE TASK FORCE ON WOMEN

EXPLANATION

The report of the Task Force on Women consisted of eight resolutions, some of which had explanatory material as a part of the resolution. There was a good deal of debate during the Friday session about this report and these resolutions. Many changes were made in the resolutions by amendments. The debate grew confusing enough that it was clear that some time was needed to come to a proper understanding of what exactly was being said by these resolutions. It was agreed that the Task Force resolutions would be tabled until the next day and that interested parties would work on coming to an understanding about what was to be done.

After a great deal of prayer and discussion most of the difficulties in the resolutions were ironed out and an inspired "Clarification" was written which sets down the rationale of the Task Force on Women about what they are saying to the Universal Fellowship.

The Clarification recalls the magnificent sermon by the Rev. C. Shawn Farrell of Dallas, Texas, in which she called upon the people of MCC to be Moses and lead us all out of oppression. After it was read, the report, all eight resolutions, and the Clarification were unanimously approved by the General Conference.

In this Workbook we are printing that Clarification first and then going on with our regular format of presenting each resolution with some explanatory material where applicable and some suggestions for action.

CLARIFICATION FROM THE WOMEN'S TASK FORCE

God's word is delivered through scripture, song, liturgy and preaching; and remembering that MCC seeks to draw all persons to Christ and to deter any because the terminology in which that Word is expressed leaves some persons unable to draw close to the God and Christ we worship; and remembering MCC's short but impressive tradition of fostering the Liberation of all people, the Task Force has put forward its resolutions.

The Task Force on Women is not asking you to reach an ultimate in desexing liturgy, hymns and scripture. We are asking you to continue to develop the use of inclusive language. There are some words for which it is very difficult to find an appropriate substitute, and it may be years before we find or develop some appropriate substitutes. This, however, is not reason to delay this continuing task any longer.

This Task Force is very aware that there are congregations and districts which are well into this process. We commend their continuing effort and we are in no way directing them to do differently than they have already begun to do.

We are NOT asking that the language be changed to the feminine. We are asking that the language be inclusive so that worship can be as meaningful to our sisters inside and outside of MCC as it is to many of our brothers and sisters who are now identifying with traditional language.

We also recognize the special problems of those churches which are predominantly female and are struggling to include and attract men.

We have NO intention of standing over any of you with a club and telling you to change at a specific speed or in a specific way. We are asking you to address the needs of your congregation and move toward the objective of making your church and your services truly meaningful to all.

We ask you, as our Moses, to set our sisters and us FREE.

Unanimously Approved.

RESOLUTION NUMBER 1

WHEREAS women are in the minority in the vast majority of UFMCC congregations, missions and study groups and often feel isolated and alienated in local churches because of this minority status;

WHEREAS MCC congregations are part of a larger society in which sexism is still prevalent, and this sexism is reflected in the theology, structure, language, staff and relations between women and men in these congregations, which further separates women and men who attend;

WHEREAS many MCC congregations and the Universal Fellowship as a whole are committed to eradicating sexism in theology, structure, language, staff and relations between men and women and have been working to achieve these goals and are seeking education and information to assist them;

WHEREAS feminism in the world today has a unique contribution to make to the growth of human understanding of spirituality, concept of God, and wholeness of the personal, the social and all of creation, and women within MCC and outside the church have messages to which MCC must listen at all levels;

WHEREAS in several Districts of UFMCC women have found that a district structure for women provides support for personal and spiritual growth and enables education and information within the local church;

BE IT RESOLVED THAT each district in UFMCC shall establish a structure for women using the following format as a guideline.

a. a women's conference, oriented to the needs of the individual district, to be scheduled at regular and reasonable intervals in a convenient place for and within each district;

b. that at such conference or at the district conference nearest in time after the UFMCC General Conference, whichever is held first, the women of each district shall hold an election for the position of district representative of women's concerns -- preferably a lay-person. The woman so elected shall serve for one year on the Task Force on Women of the UFMCC Committee on Human Awareness, part of the Commission on Christian Social Action;

c. the district representatives shall constitute a majority of said Task Force, but the chairperson of the Task Force on Women, with the advice and approval of the Board of Elders, may appoint women for those districts who as yet have no structure until such time as one is established;

d. the Task Force itself shall elect its chairperson democratically at the final Task Force on Women meeting at each General Conference, beginning with the 1977 UFMCC General Conference. The Task Force chairperson so elected, with the approval of the Board of Elders, shall serve for one year.

e. the district representative shall further the goals and programs of the Task Force on Women and shall have such additional responsibilities within each district as shall be defined by the women of each district at the women's conference;

f. reasonable and regular provision at each district conference shall be made for at least one meeting of the women of the district. The women's representative shall work with the district coordinator in scheduling such meeting(s).

EXPLANATION

Women in the Northeast and Northwest Districts have found that regular women's conferences held at the district level have been quite helpful in allowing women to support each other and grow in the life of MCC. The Northwest District women have been meeting for a couple of years. During the past year the women of the Northeast District have begun to publish a monthly newsletter (the Mother Eagle Review), have printed materials for distribution at the 1976 General Conference (as the Mother Eagle Press), held a weekend retreat in June, and have planned the fall Northeast District Conference on women.

Regularly scheduled meeting times have been allotted for women at district conferences for over a year. These activities have all been very helpful in giving the women a feeling of community and support in MCC. The "whereas" sections of the Task Force on Women resolution explains why women have felt the need for such community and support. Thus, the district structure presented by the Task Force on Women is based on experiences and its purpose is to facilitate communication, education and community for women in MCC and for MCC in general.

SUGGESTED ACTIONS

Have the women in your District held a women's conference either in conjunction with or separate from a district conference? If not, urge women to organize such a conference, as recommended by this resolution.

Women should meet to elect a District Representative of Women's Concerns to function within the District and to represent the District on the Task Force on Women. Contact the Rev. Ann Montague and Adam DeBaugh with the name of this person.

Strive to develop women's concerns within both the local congregation and the district.

RESOLUTION NUMBER 2

RESOLVED THAT U.F.M.C.C. recognizes that sexism is not merely wrong politically -- it is wrong morally and it is wrong theologically -- and that in Christ there is no male nor female (Gal. 3:28) and that Christian ethical precepts flow therefrom.

EXPLANATION

This resolution is an affirmation of a theological principle which Metropolitan Community Church embraces as a part of its continuing struggle to relate the Christian experience to the world in which we live today.

It is true that there are many parts of the Bible which we can point to that reinforce sexist attitudes. But we must also keep in mind that the Bible is a culture-bound document, one that is a product of the culture from which it emanated. There is no question that the Bible is a divinely inspired book which reflects the will of God. But we can also agree that it is the will of God as it has been filtered through the spoken and written tradition of humans.

Just as we do not accept the Biblical injunctions against homosexuality, we can no longer accept the culture-bound relegation of women to an inferior position in our society and in our lives.

SUGGESTED ACTION

In terms of action to be taken, this resolution requires none, save discussion and reflection on the theological and Biblical implications of sexism and the oppression of women. Discussion and study groups, reading from various sources, etc., would be useful in building a theological base for the individual and corporate reflection on sexism that is urged by the Task Force on Women.

RESOLUTION NUMBER 3

RESOLVED THAT U.F.M.C.C. recognizes the spiritual growth among all women at this time and affirms its eagerness to learn and grow from feminist theology.

EXPLANATION

There is an impressive body of feminist theology which is being produced in this country and abroad that will help us in our understanding of not only how women are oppressed, but also what feminism has to offer the Christian. Many of our sisters are finding that their spiritual growth is enhanced by working together as feminists. MCC, in this resolution, has not embraced all of feminist theology, that is a task on which the Commission on Faith, Fellowship and Order is reflecting. What is being said here is that many MCC women are studying, learning from, drawing strength from, and embracing feminist theology. This resolution commits MCC to learn and grow with our sisters.

SUGGESTED ACTION

It would be useful for people who are interested in this area to read and study various texts in feminist theology and theory. A partial list of books is included in the Resource List at the end of this Workbook.

RESOLUTION NUMBER 4

RESOLVED THAT U.F.M.C.C. recognizes the significant and valuable contributions of women by redoubling its efforts to include women, especially women committed to increasing the participation of women in U.F.M.C.C., in visible leadership positions in worship and other areas of church life.

EXPLANATION

This resolution is fairly self-explanatory. What is called for is the continuing empowerment of our sisters in the full life of the Universal Fellowship. Women are already playing major roles as ministers, as pastors, as District Coordinators, and as Elders. We need to encourage and support the efforts of other women to fully actualize their role in the church. After all, "women hold up half the sky."

SUGGESTED ACTIONS

Women should be encouraged to pursue the ministry, if that is their calling. They should be encouraged to take an active part in worship services, both as clergy and as laity. They should be filling leadership positions in the church, both in lay and clergy capacities. The efforts to bring women fully into the life of the church should not be either elitist or tokenistic. What is called for here is a more concentrated outreach to the lesbian and non-gay women's communities, an attempt to bring more women into the church and to minister to women's needs and aspirations. Special outreaches to the lesbian community will only be enhanced if women, when they come to MCC, see that their sisters have an important role in the life of the church.

RESOLUTION NUMBER 5

RESOLVED THAT U.F.M.C.C., at this General Conference, reaffirming the recommendation of the UFMCC 1975 General Conference, direct its member churches to continue to change the language used during worship services (including hymns, liturgy, scripture and sermons) and that each church use inclusive (nonsexist) language therein, as informed by guidelines supplied by the Task Force on Women and the Commission on Faith, Fellowship and Order.

EXPLANATION AND SUGGESTED ACTIONS

This resolution is a continuation of a process that has been going on in the Fellowship for a number of years. Many congregations have been dealing with the question of sexist language and many have found exciting ways in which to confront the problem.

As the Clarification makes plain, "MCC seeks to draw all persons to Christ and to deter any because the terminology in which that Word is expressed leaves some persons unable to draw close to the God and Christ we worship" is wrong. No congregation is being asked "to reach an ultimate in desexing liturgy, hymns and scripture."

What is needed is an understanding that many women feel left out of the worship experience and the general life of the church when the language that is used is sexist. We need to be able to affirm that, in the words of the hymn by the Rev. Larry Bernier, "Our God is not a woman, our God is not a man." In the same way our community of faith is not made up entirely of women or of men. We need to be inclusive.

It will be a long time, perhaps, before we are free of sexist language and this problem is behind us. We may never find adequate substitutes for some of our favorite hymn verses, Psalms, readings or prayers. But all the Task Force on Women is asking is that we be sensitive to the problem of sexist language and that we continue to do something about it.

Marge Ragona and Jennie Bull have put together an excellent manual called "De-Sexing your Local Hymnal," which provides a guide to language problems in over 700 of our favorite hymns.

Many churches have taken the lead in re-translating Scripture readings to avoid references to God as a man, the Church in female terms, and people in exclusively male terms. "Mankind" is easily read as "humankind." Adding the words "or she" and "and sisters" to "he" and "brothers" does not spoil the beauty of the passages, but enhances their meaning. Why not say "God" instead of "He?" Some have complained that that way the word "God" is repeated very often, but we are merely replacing the word "He" or

"Him" which is repeated often, and what is wrong with saying "God" more than once or twice in a sentence?

The discussion can go on for a long time, and as each congregation continues to struggle with this issue, such discussions will only help us grow as a community of faith.

What the Task Force on Women is asking is that each congregation in the Fellowship proceed in this dialogue and carry forward the intent of the General Conferences to continue to eliminate sexist language from our worship experiences.

Some congregations have found it very useful to have desexized Scripture passages typed out in advance for the reader, so she or he doesn't have to change the language as they go along.

If changes are to be made in hymns that are sung, you might want to print the new verses in the bulletin.

Paste often used new translations or words in the front of your church hymnals, such as a new doxology or Gloria.

Have one or two people in your congregation in charge of desexizing the Scriptures each week. Be sure these people spend some time on the translation so that the poetry is maintained and the sense of the passage is not altered.

This need not be a forbidding task or an arduous one. Keep in mind that all of our religious traditions are culture-bound. If we are to create a society where oppression is eliminated, we must start with ourselves and eliminate the words that are seen as being oppressive by others.

RESOLUTION NUMBER 6

RESOLVED THAT U.F.M.C.C. at this General Conference embark on a more serious effort to minister to the children of MCC:

a. nursery care shall be available and worship services meeting the needs of children shall be encouraged at each Sunday worship service and at every conference, even if there is no apparent demand, because only if these services are provided will some parents come to church initially;

b. that all of the care provided shall be loving, kind and Christian;

c. that U.F.M.C.C. recognizes its special obligation by working to increase the love and acceptance of children within the church family.

d. all churches are encouraged to publicize these services.

EXPLANATION

This resolution raises an important issue in the life of our church and in the gay community at large, as well. Too often it is easy to think of the gay community as one in which there are no children. Yet, in fact, many of our sisters and brothers have children, either from previous heterosexual relationships, by deliberate plan while involved in a gay relationship, or by adoption. We also seek to involve non-gay people in MCC and they often have children as well. Young people are as much children of God as any of us, and Jesus went out of his way to affirm this when he bid his disciples to "suffer the little children to come unto me."

As a church, MCC must make provision for the children of our people, as much as we must make provision for other minorities within our Christian family.

SUGGESTED ACTIONS

This resolution directs local congregations to provide child care arrangements during worship services.

It encourages congregations also to provide Sunday School and/or worship services for children, so that they too may have the benefits of Christian teaching.

It is a call to us to develop MCC's own unique form of ministry to our children. Individual congregations should seek volunteers to provide child care and instruction during regular

worship services. We must recognize that this is a very valid ministry for people to undertake. As the resolution indicates, there may not appear to be an immediate need for such child care, but if the service is provided and advertized, parents will be encouraged to bring their children to MCC.

The resolution doesn't necessarily mean that congregations are to institute full scale Sunday Schools right away, but rather it urges congregations to respond to the need that is there. Perhaps you can start by finding a person to coordinate the effort and be sure there are volunteers available each Sunday for child care. As the need grows, other programs might develop as needed, including full Sunday Schools in some churches.

Please let us know if your congregation is providing child care services.

RESOLUTION NUMBER 7

RESOLVED THAT U.F.M.C.C. recognizes the value and validity of worship services held by and for women on an occasional or regular basis in coordination with the pastor. Each church shall make every attempt to facilitate such worship services.

EXPLANATION

It is a wonderful experience for women to join together to share in and celebrate their very special personhood to the glory of God. This resolution calls upon MCC congregations to encourage the women in the congregation to prepare, in cooperation with the pastor, occasional or regular worship services.

Women's services often provide moving and significant religious experiences for MCC congregations as they bring new and glorious insights into our common life together as Christians.

SUGGESTED ACTION

Any group of women in a congregation can ask their pastor to plan or assist in planning a worship service and they should be encouraged to do so.

Please let us know about such women's services that take place in your congregation.

RESOLUTION NUMBER 8

RESOLVED THAT the Task Force on Women will provide to all local churches any educational materials at its disposal and will make every attempt to aid churches in effecting the above changes.

EXPLANATION

Well, this resolution is really up to the Task Force on Women to implement, isn't it?

No, that is where you are wrong! The Commission on Christian Social Action and its component parts are not in the business of dictating to the congregations of MCC and providing all the answers.

SUGGESTED ACTION

If you have any resources that you find especially useful, please share them with us and we will get the word out to others about them. Any favorite books, pamphlets, hymns, worship guides, liturgies, films, plays, poems, games, simulations, film strips, speakers, records, newspapers, magazines, newsletters, songs, cartoons, places, and people will be welcome.

The Commission on Christian Social Action is the whole of the Universal Fellowship of Metropolitan Community Churches. All of us should be involved and should be sharing. We need your help. We will provide the communication, and this Workbook is a first step. But you need to help us discover what it is we want to communicate!

RESOURCE LIST

Please understand that this resource list is only a partial, preliminary list. It augments other lists of helpful materials that have appeared elsewhere. It incorporates all the books that were on lists circulated by the Task Force on Women and the Task Force on Men at General Conference. But this list is not meant to be exhaustive and inclusive of all that is of value for our work, by any means.

Please, send us additions to this list!

Please, send us any criticisms of things already on the list.

And, please, use the resources on this list in your work in your congregation and District.

PERIODICALS

Gays On The Hill. The newsletter of the Washington Office of UFMCC, GOTH is published every two months (or whenever there is news and money enough!). Subscriptions are free, but any size contributions are welcome to help in the work of your Washington Office. All contributions are tax-deductible. Contact the Washington Office at Suite 210, 110 Maryland Avenue, N.E., Washington, D.C. 20002.

In Unity. The very fine "news and opinion journal of UFMCC," is published every two months in Los Angeles. Subscription is \$5.00. In In Unity are The Cellmate, the publication of the Board of Institutional Ministry (USA), and The Gay Christian, the theological journal of MCC. All three can be ordered from the Department of Publications, UFMCC, P.O. Box 5570, Los Angeles, CA, 90055.

Mother Eagle Review. The newsletter of the MCC Northeast District women. \$2.00 subscription, from Mother Eagle Review, c/o P.O. Box 514, Hartford, CT, 06101.

PAMPHLETS

Desexing your Local Hymnal. A technical manual for people with some degree of expertise in hymnody, a guide to over 700 hymns, indicating use of sexist and racist language. Compiled by Marjorie Ragona and Jennie Bull. Available from the Department of Publications, UFMCC, P.O. Box 5570, Los Angeles, CA, 90055, for 50¢.

Sexism and Christian Ethics. by Marjorie Ragona, prepared for the Northeast District's Hartford Conference on Christian Ethics, April, 1976. Available from Department of Publications, P.O. Box 5570, Los Angeles, CA, 90055, for 50¢.

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